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ABSTRACT

This volume contains the first 13 of 28 individualized programmed units on basic English grammar, intended for use in developmental or guided studies for students with deficiences in English. The units may be used separately or in sequence as a comprehensive course. The approach taken is neither wholly traditional (prescriptive) or transformational (proscriptive), but is a structural and functional examination in a sarcastic and humorous vein of the language we speak and write. In general, rules are ignored, and functional descriptions are emphasized only after their use has been observed. In each unit, the unit objective is specified, terms are defined, and exercises intended to facilitate student learning are included. The units cover: (1) introduction; (2) nouns; (3) pronouns; (4) adjectives; (5) verbs; (6) adverbs; (7) prepositions; (8) conjunctions and interjections; (9) finding verbs; (10) the subject; (11) introduction to the verb cluster; (12) the direct object; and (13) the indirect object. For each unit, relevant references are listed. A student self-test is included at the end of each unit, followed by an answer key. (Author/JDS)

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VOLUME 1

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ENGLISH GRAMMAR MADE DIFFICULT!

Lee Roger Taylor, Jr.
Special Services Project
Beaufort County Technical Institute

Published by:
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Department of Community Colleges
Raleigh, North Carolina

JC 760 598

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FOREWORD

English Grammar Made Difficult consists of twenty-eight (28) units of instructional material in English grammar designed for a comprehensive course and/or to fit the various needs of individual students. These units of instruction will probably be most effective in developmental and/or guided studies for students with deficiencies in and/or problems with English.

These materials should provide the instructor with another means for assuring that the student(s) will receive qualtiy instruction in communication skills.

Roger G. Worthington

Roger G. Worthington, Director
Program Development Division

Ben E. Fountain

Ben E. Fountain, Jr., State President
Department of Community Colleges

ACKNOWLEDGEMENT

I would like to take this opportunity to make liberal use of a split infinitive to gratefully acknowledge the following persons at Beaufort County Technical Institute who aided and abetted this production: Allan Haller, Director of Special Services; Evelyn Jenkins, Math Specialist-Special Services; Margaret Bunch, English Instructor; Lu Ann Whitaker, Reading Instructor; Tyrone Williams, Educational Development Coordinator; Jack Cherry, Director of Faculty; and, of course, the students of English at Beaurfort County Technical Institute.

Special appreciation and thanks are also extended to Mrs. Shirley B. Carroll, Secretary, Department of Community Colleges for typing and editing these materials, and to William F. Pugh, Graphic Artist, for editing and preparing the cover.

THE ACTIVITY WHICH IS THE SUBJECT OF THIS REPORT WAS SUPPORTED IN WHOLE OR IN PART BY THE U.S. OFFICE OF EDUCATION DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE. HOWEVER, THE OPINIONS EXPRESSED HEREIN DO NOT NECESSARILY REFLECT THE POSITION OR POLICY OF THE U.S. OFFICE OF EDUCATION, AND NO OFFICAL ENDORSEMENT BY THE U.S. OFFICE OF EDUCATION SHOULD BE INFERRED.

To The Instructor

Both Dr. Jonathan Swift and Dr. Samuel Johnson agreed that the English language was "wholly unsystematic." Grammars ever since have attempted to describe grammar as just the opposite. For this reason, students have found greater relish learning French, German, Spanish, Russian, and even Latin. The student preparing to enter the world of work suddenly must face the fact that he must have some degree of knowledge of the English grammar he has detested and ignored for years. In many cases, the student cannot clearly perceive why he will need it. The units which follow were designed to soothe the student and keep his interest alive to the point that he will be able to logically recall what he has learned.

The grammar used in the units is a "bastard" grammar. It is neither wholly traditional (prescriptive) nor wholly transformational (proscriptive). At best, it is a structural and functional examination in a sarcastic and humorous vein of the language we speak and write. Enough grammar is provided in a practical and honest manner to lay a foundation for an analytical look at the language. Rules and contradictory rules have bored and destroyed students. Except where they provide a bridge between recollected knowledge and new information, rules are ignored. Functional descriptions are emphasized only after use has been observed. In this way, the students are led into making their own rules.

One purpose of these units is to fight the image of the teacher found in the March, 1974, issue of Psychology Today on page 43. The book open before this teacher is The New Building Better English.

The units are basically designed for individualized programmed instruction; however, individualized instruction often fails as quickly as classroom instruction. The median is individualized attention. The units may be assigned individually according to the student's weakness areas as determined by an adequate diagnostic test. He should be allowed to work at his own pace. Before he is allowed to take the test he should be questioned (not tested) as to what aspects he had difficulty with. Those areas should be examined by the instructor or resource person and the student. The student should be encouraged to say with what areas specifically he had problems. These should be discussed and only later explained --- if it proves to be necessary. The Socratic Method of continually questioning the student works superbly because he is forced to come to his own explanation. If it is necessary to assign a student the complete units, he should be urged to do them one at a time and in their respective order. Such a case would only be indicative of a serious grammar deficiency. In short, the units can be used for specific assignments without having to use earlier units or can be used for a complete block assignment. In all cases, the students should be urged to consult the shelf reference grammars for more examples --- the one item for which these units starve.

One method currently being implemented is to centrally index all grammars along with the units. The student then should be assigned a sampling of the multi-media forms before he approaches the units. This method has proven in the past to provide an excellent backdrop to the sarcastic and ironic tone of the units.

One word of explanation needs to be provided concerning the cartoon figure that appears throughout the work. In many respects, the horse represents a caricature of myself. Others have interpreted it in numerous other ways not the least of which has been a certain rear portion of a horse's anatomy. However the cartoon horse is interpreted, the figure is essentially in keeping with the informal and colloquial style of the units. Just as reality has been reduced to absurdity, so also have the rules of grammar, as I use them, been bent and broken where the best purpose is served.

Lee Roger Taylor, Jr.

GUIDED STUDIES

ENGLISH

UNIT 1

INTRODUCTION

Developed by the
Department of Special Services
Beaufort County Technical Institute

UNIT 1
INTRODUCTION

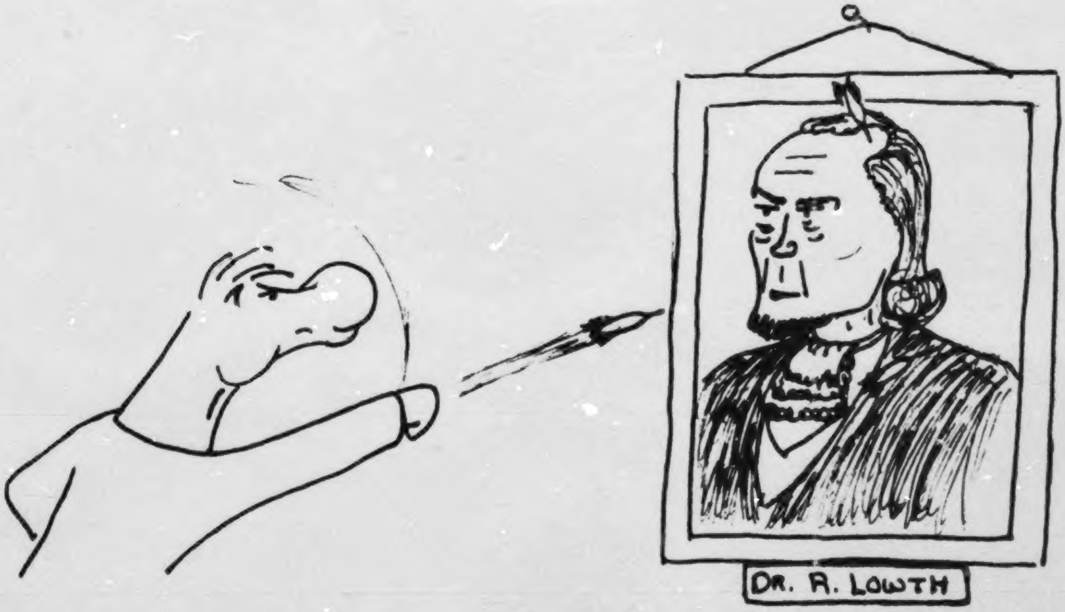
Objective: Upon completion of this unit, the student will describe the process of using these units, identify one characteristic of language, and one significant event in the history of grammar.

So you think you've got problems? You are unhappy. You are disgruntled. Your stomach has begun to tighten and harden. Droplets of sweat are appearing on your forehead. Your teeth are gnashing and grinding. Your nostrils are flaring. You are angry. You have been assigned either by your own free will or against it to the Guided Studies English Program.

Why?

Most students and English teachers have problems with English grammar. If anyone has ever stated that he never had problems with English grammar, he lied. It may not be of any comfort to you or to me but English is a unique language quite unlike any other language. The origins and growth of the English language have been fairly well documented and investigated. Scholars know from whence it sprang, where it has gone, and where it will probably go. Scholars can speak and write Old and Middle English with ease. However, when the scholars get to Modern English, they have problems. They must check the reference texts. The scholars and the teachers of English, despite the problems they have with the language, have accepted the difficulties much as the man who became accustomed to the cobra as a roommate: severe problems were resolved into an uneasy detente without really becoming friends. So many of the current grammar problems you are now experiencing have occurred repeatedly for past generations of students. The grammar rules being, in some cases, so heavily loaded with exceptions failed to serve their original purpose. Teachers of grammar, having lived so long with the exceptions and irregularities in the rules, have managed to fit themselves into the mold of grammar rather than the mold of the language.

You might find some consolation if we take a look at how we got our present day grammar and how it is related to your present problems.



The man you can blame for your current grammar problems is Robert Lowth who in 1762 published A Short Introduction to English Grammar. His grammar of the English language was not the first attempt, but it was the first English grammar book that was an overnight bestseller --- among English teachers. If it had not been for this man you would probably not be having your problems.

Before Lowth's grammar book, the English language enjoyed relative freedom from the structures of grammar for nearly a thousand years. At its early stages, English was and still is a blending of such languages as German, French, Anglian, Saxon, Danish, and Norwegian. English was such a blend of other languages that it was for a long time never accepted as the official language of the English Government. English was considered gross and vulgar. Latin, French, and German were the refined languages of the court. This triumvirate of languages --- being so highly refined --- were, of course, classified and structured according to the common grammar rules in those three languages. The structure of the three has changed very little as the centuries slipped by. If, at the same time, a grammar for English had been written and established and taught in the schools, English would have turned out to be no more difficult than learning Latin, French, or German. The language also would be quite different. The period we are speaking about extended from 600 A.D. to about 1000 A.D.

Without an English grammar guideline, the language changed with each new generation. Much in the same way that a cool dude on the street twenty years ago spoke differently from the cool dude on the street today. Times change and vocabulary changes. Speech may be clear or it may be slurred. Words are not lost but merely changed by popularity because it is cool to do so.

Suddenly, without warning around 1400 - 1500 A.D. the English language gained popularity. The government was hard put to use it, but, at least, the men of letters, the writers, began using it as the medium of their work. The popularity of English did not die and very soon everyone was using it. By this time English was totally different language from what it had been around 1000 A.D. And it continued to change. By 1700, literature written in English was so prolific that it acted as a stabilizing factor in the language; it slowed the growth or change of the language.

Since everyone had begun using English, everyone was quite pleased and satisfied with it. So they wanted to keep the language the way it was: Why let something change when you like it the way it is? So scholars sat down to write English grammars. It was at this time that they realized they had problems. Grammar could not come out of mid-air - it had to have a model. Naturally, they turned to the most scholarly language around: Latin. They tried for years and years to hammer English into the Latin grammar rules. Most failed and many went bananas. Both Jonathan Swift (Gulliver's Travels) and Samuel Johnson (the first English dictionary) said that English was wholly unsystematic and incapable of being reduced to rules of grammar much less Latin grammar. Well-intentioned but misguided scholars tried anyway. Then along came Robert Lowth and the language has never been the same since.

Many frustrated grammarians came to realize that English was a living, growing, changing language. Its growth up to 1762 had far outstripped and surpassed its companion languages as well as the languages of its origins. These languages depended heavily upon word endings to give meaning to the words of a sentence. But English had lost over three-fourths of these endings. Instead, a word's position in the sentence gave it meaning. Verbs came to be used as nouns, adjectives, and adverbs, Nouns came to be used as verbs, adjectives and only-God-knows-what-else. But however illogical as it may seem, logical scholars demanded a grammar --- and they gave it a Latin grammar.

Despite the grammatical establishmentarianism, the language continued to change though much slower than before, much slower. However, the grammar remained the same up to this day. As a result, you rarely find a person today who speaks perfect grammatical syntax. Thus arises your problem and mine. We speak modern day grammar, but our written conventions demand that we write in another form. We can't fight it; we can only rationalize and find other means to help us understand the accepted form.

Now the picture is not as grim as it sounds. As stated previously, the growth of the language has been very slow since 1762. There are not that many differences because we've always had the grammar teacher to whip us (sometimes literally) into line. The problem is that we have no choice but to learn the "proper grammatical" forms. Businesses of all kinds and, indeed, the whole world of work demands proper form. The instant you take up a pen to write you MUST enter another dimension of the language which is far above the commonality of our spoken language. Just remember that either form of the language you use is enriched by a history of growth unparalleled in any other language. When you speak or write, you do so with words whose forms have been shaped by the utterances of a billion people in the last 1,500 years of history.

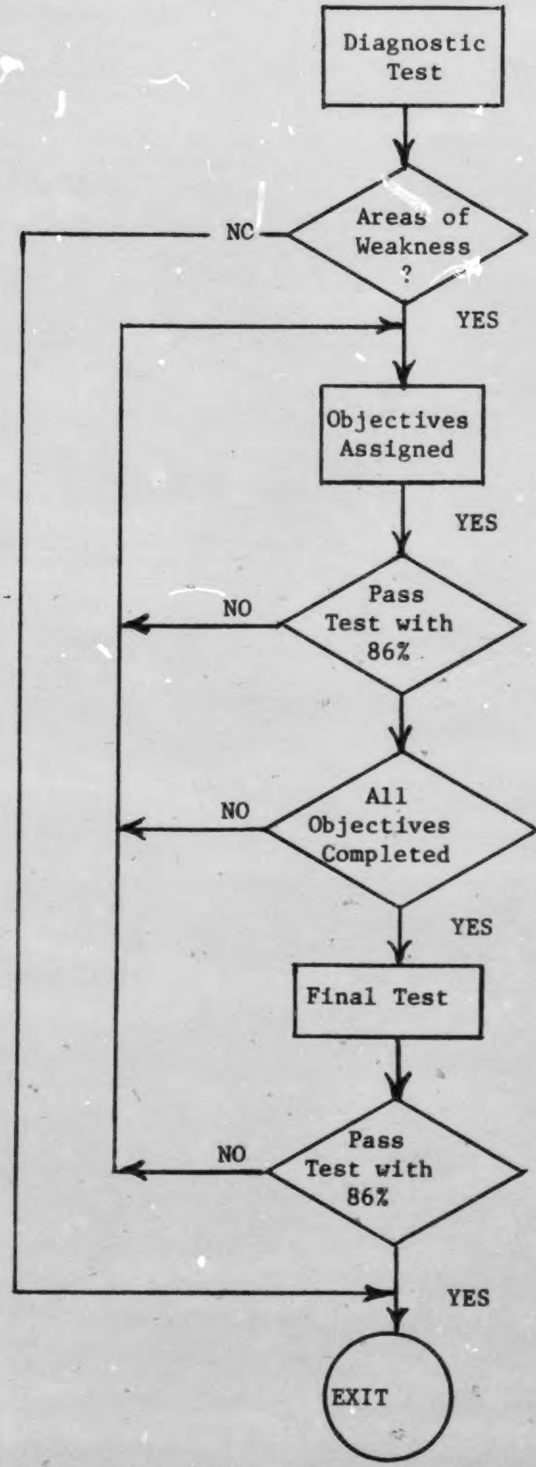
The approach you are about to take toward refreshing your knowledge of grammar is a "bastard" organization. You will be assaulted by three forms of grammar: traditional, structural and transformational. One form or the other may help clarify the grammar that you are struggling with. Traditional grammar is the grammar of Robert Lowth: You've had it all your life. Structural and Transformational grammar are closely related forms not clearly distinguished by the works on hand in the Guided Studies area. Suffice it to say that they approach grammar as it is used and spoken NOT by predefined rules. These two forms can be fun.

When you enter the Guided Studies English Program, you will be given a diagnostic test. This test will help the instructor to pinpoint your areas of weakness. Once these have been defined the instructor will assign you specific objective sheets which will show what materials are available for you to use. On each sheet you will find a wealth of materials. Complete as many of the Recommended Materials as are needed until you feel you have achieved a proficiency in the objective. At this stage, complete the Special Services Unit(s) and take the test for that unit. Completion of this test with an 86% or better will be regarded as your having successfully completed the objective. If you fail this test, repeat the process. This time you should complete one or more of the exercises provided in either Commanding Sentences by Helen Mills or English Exercises by Griffeth and Walker.

When you have completed all of your assigned objectives, you will be given another diagnostic test. Passage of this test with an 86% or better will relieve you from the Guided Studies English Program.

On the next page you will find a flowchart of the process:

FLOWCHART OF GUIDED STUDIES ENGLISH PROGRAM



Work carefully on your assigned objectives. Work speedily but at your own rate. Also, read each objective at the beginning of each unit. The objective will define for you exactly how you are expected to perform on the test.

Select the best answer.

1. ______ In order to proceed to the next unit you must pass a test with a grade of:

    a. 75% or better
    b. 86% or better
    c. 90% or better

2. ______ A post-test will be given.

    a. True
    b. False

3. ______ The first successful grammar book was published in:

    a. 1972
    b. 1279
    c. 1762

4. ______ A characteristic of language is that it:

    a. changes
    b. remains the same
    c. neither of the above

5. ______ When you have been assigned a series of objective materials you will do the Special Services Units:

    a. first
    b. whenever you want
    c. last

GUIDED STUDIES

ENGLISH

UNIT 2

NOUNS

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 2: Nouns

Objective: Upon completion of this unit, the student will identify the four classes of nouns used in a group of sentences.

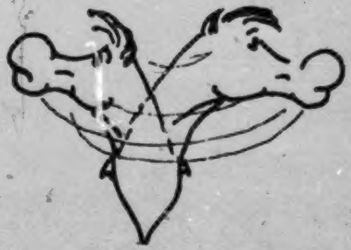
Definition: A NOUN is the name of a living being or a thing.

You are constantly bombarded by nouns everyday. The noun is perhaps the most important part of speech that you use.

WHY DO YOU THINK THIS IS TRUE?

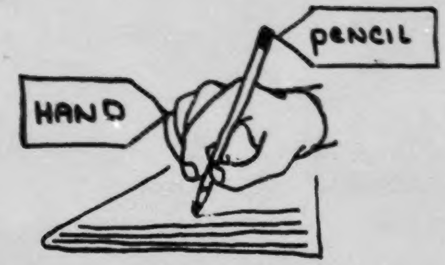
Since nouns name things, you must use nouns to tell people and yourself what you want.

PENCIL
PEN
PAPER
CAR
MAN
WOMAN
SEX
BOOK



TRACTOR
HOUSE
MULE
FARM
MOTOR
PIG
HORSE
COW

If you had a pencil in your hand and someone asked what you had in your hand, in one word you would say________________(what)?



The simpliest answer is "Pencil".

You answered with a noun. The person who asked the question used a noun to tell you where the questionable object was located. In other words, he named the place where the pencil was located. This noun was _______________?

TYPES OF NOUNS:

To confuse matters, there are different types of nouns. These types or classes are

CONCRETE NOUNS
ABSTRACT NOUNS
COMMON NOUNS
PROPER NOUNS

Let's examine CONCRETE and ABSTRACT nouns together.

As you might have noticed, concrete nouns are things that can be touched, felt, fondled, or be held in hands. You are a "Person", a concrete noun, and you can be touched, or felt, or fondled. Name some concrete nouns.

Abstract nouns are just the opposite.

ABSTRACT NOUN

As shown above, abstract nouns are names of things which cannot be touched or felt. These nouns also include the names of such things as moral values.

Abstract nouns are essentially ideas which result from the thinking process of the human mind. Because you are human being, either a man or a woman, you have the ability to think in abstract terms. This is how religion came about because GOD is an abstract being (he cannot be seen, touched, or felt). Therefore, the word "GOD" is an Abstract Noun.

Stop a minute and think of some abstract nouns.

Common and Proper Nouns:

These two types of nouns are easy to identify. The difference between them is signalled by an identifying flag.

Do you know what these flags are?

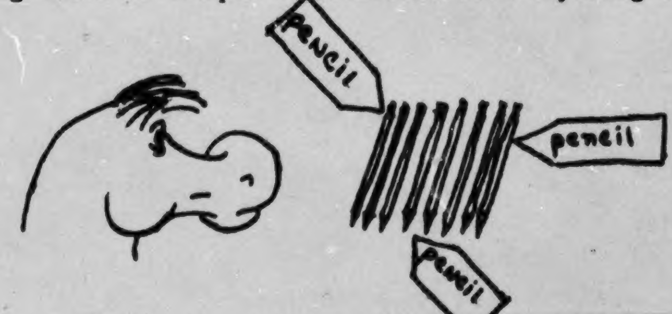
Look at the difference:

PROPER NOUNS: New York, Frank Williams, Harry

COMMON NOUNS: pencil, tractor, electricity, drill

Proper Nouns name names of particular beings or things such as your name. Therefore, all proper nouns are Capitalized as f becomes F in Frank.

A Common noun is a name that can be applied to any one of a class of living beings or lifeless things. In other words, a common noun does not name anything which is unique or different from anything else.



Do you have any questions? If so, ask the instructor.

Let's briefly review the terms you have used in this unit. Try to think of examples of what each item names.

NOUN
CONCRETE NOUN
ABSTRACT NOUN
COMMON NOUN
PROPER NOUN

References: If you need further explanation or help, try consulting the following books:

- The New Building Better English: Text and Grammar Handbook, pp.315-317

English The Easy Way, pp. 25-39

The Instant English Handbook, p.10, 44-60

The Macmillan Handbook of English, pp. 41-2.

Unit 2: Nouns

Test 1

Answer the following questions on the answer sheet.

I. Put C beside the Concrete noun, an A beside the Abstract noun, and a P beside the Proper noun.

1. Miami
2. house
3. pliers
4. idea
5. Carolyn

II. Write the nouns which appear in the following sentences.

1. Tippette Technical Institute burned yesterday.
2. Cecilia smashed up the car.
3. The motor in the Ford was leaking.
4. A wrecker was needed to pull it out of the ditch.
5. Cecilia cried.

Unit 2: Nouns

Test 1

Answer Sheet

You must miss no more than two (2).

I.

1.__________

2.__________

3.__________

4.__________

5.__________

II.

1.__________

2.__________, __________

3.__________, __________

4.__________, __________

5.__________

Unit 2: Nouns

Test 1

Answers

No more than two may be missed.

I.

1. P
2. C
3. C
4. A
5. P

II.

1. Tippette Technical Institute
2. Cecilia, car
3. motor, Ford
4. wrecker, ditch
5. Cecilia

Unit 2: Nouns

Test 2

I. Identify only the concrete nouns in the following sentences.

1. The idea popped into Cecilia's brain.
2. Her thoughts are usually useless.
3. She wanted to give her boyfriend a ring.
4. The ring was supposed to represent their love.
5. Harry did not like the diamond in the ring.
6. The ring now represents their hate.

II. Identify only the common nouns in the following sentences.

1. Harry drives his car to Tippette Tech.
2. His Ford really sucks away the gas.
3. He usually fills his tank at AMOCO.
4. But their prices have risen too much.
5. The cheapest gas he can get now is at Gulf.
6. He still gets stalled on the road with a dry tank.

Unit 2: Nouns

Test 2

Answer Sheet

I.

1. ____________________
2. ____________________
3. ____________________, ____________________
4. ____________________
5. ____________________, ____________________, ____________________
6. ____________________

II.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________, ____________________

Unit 2: Nouns

Test 2

Answers

I.

1. brain
2. (None)
3. boyfriend, ring
4. ring
5. Harry, diamond, ring
6. ring

II.

1. car
2. gas
3. tank
4. prices
5. gas
6. road, tank

GUIDED STUDIES

ENGLISH

UNIT 3

PRONOUNS

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 3: Pronouns

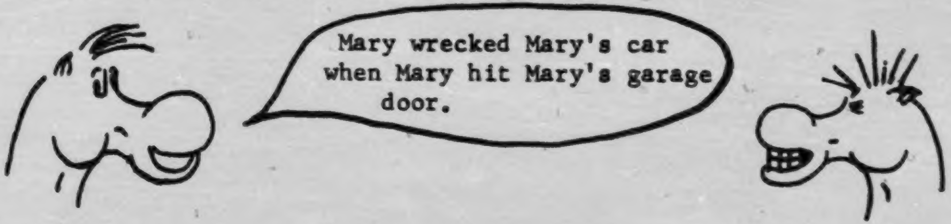
Objective: When the student has completed this unit, he will identify four types of pronouns used in a group of sentences.

Definition: A pronoun is a word used in place of a noun.

That definition does not really say a whole lot. As a student trying to untie the knots of the English language, you need something which is a bit clearer. In other words, can any word be used in place of a noun.

No! Of course not.

Obviously, there is a special group of words set aside to replace a noun - to replace the definite name of something.


Mary wrecked Mary's car when Mary hit Mary's garage door.

What is wrong with the sentence above?
Surely you would never speak a sentence such as that? Of course not. You would only say Mary once wouldn't you? Once you mentioned Mary's name, there wouldn't be any need to say Mary again. You would say instead
______________.

You're right! "Her" is the correct word. "Her" is a pronoun and can replace "Mary's" which is a Proper Noun. Do you remember what a Proper Noun is?

So instead of the sentence above, you would most likely say

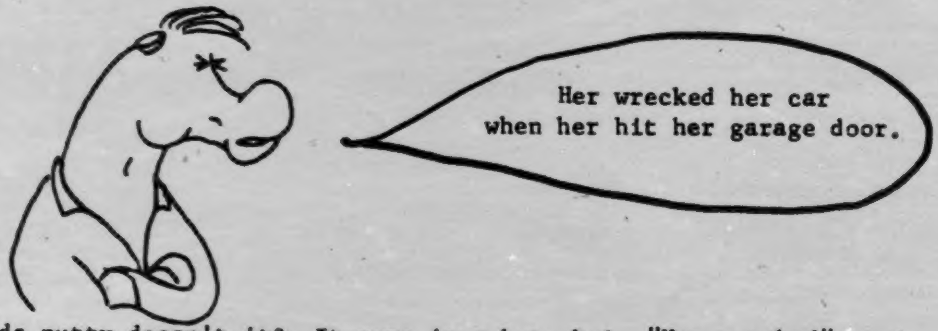
Mary wrecked her car when she hit her garage door.

Makes a little more sense doesn't it? Sounds better too! "HER" then is a pronoun used to replace a woman's name or noun.

But wait! There is another pronoun that was used in the sentence above. It is not "her". So what is it?

Obviously, the language you speak isn't so simple that a single word could work when there could be two or more. The other pronoun used in the sentence is the word "she". Why not use "her" in place of "Mary" straight through? Can you tell why you can't do that?

How about this!

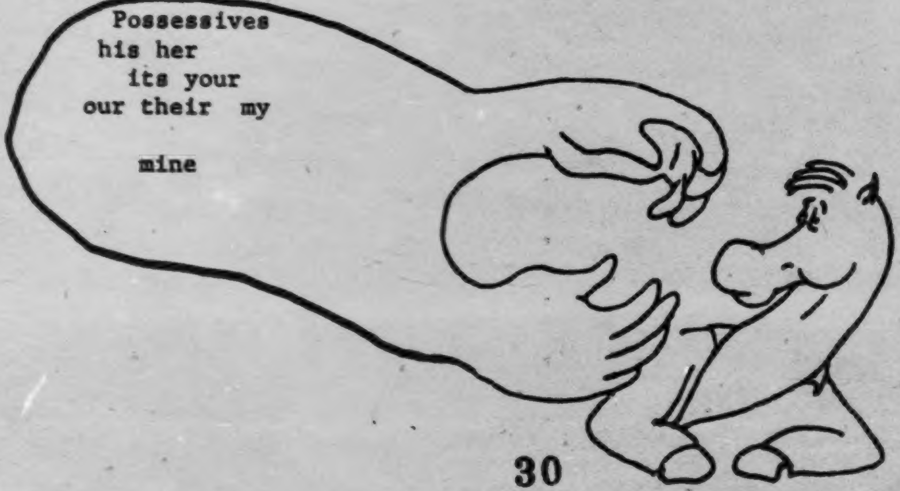

Her wrecked her car when her hit her garage door.

Sounds nutty doesn't it? It sure is-- but why? "Her wrecked" and "her hit" just don't sound right do they?

They don't sound right because those two "hers" are doing the action or are the subjects of the sentence. "her car" and "her garage door" show that the car and the garage door belong to____________________.

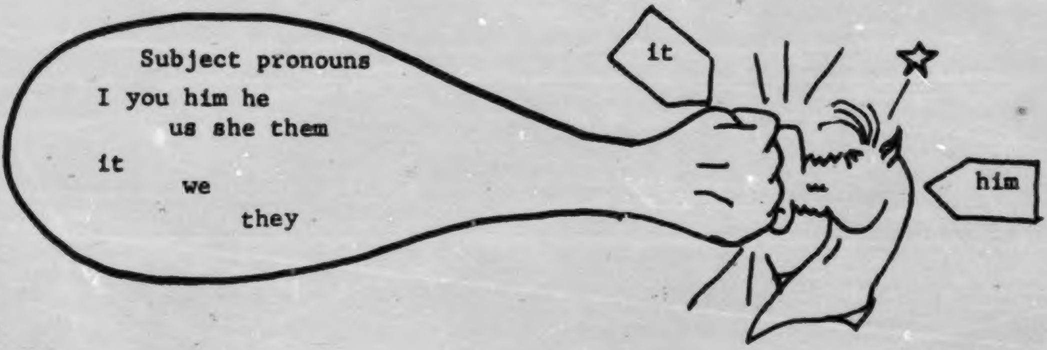
And since "her" replaces the noun "Mary", the car and the garage door belong to Mary. They are a part of Mary's possessions or belongings as much as her pocketbook, her house, and her boyfriend (snicker) For this reason, "her" is a possessive pronoun.

Name some possessive pronouns.



What nouns can the above pronouns replace? His → Jack's, her → Mary's, its → car's, and ____.

But what about "she". This pronoun does not indicate possession. "She" replaces a noun (Mary) which is doing something or, in this case, has done something. This is called the subject of a sentence.



Obviously, these pronouns can replace nouns which are performing an action or replace nouns which are receiving an action.

Suppose your name was Hank and you wanted to tell your friend who is looking for his watch that you had seen it. You would say

"I saw it" or "I know where it is."

Or if you are bold "I stole it." "I" replaces your name, "Hank", and "it" replaces "watch".

There is another type of pronoun of which you should be aware. This pronoun is called a reflexive pronoun. How's that for screwing up your mind.

I shot myself.

"Myself" is a reflexive pronoun and indicates that you are receiving the action. This type of pronoun is easily recognized by the addition of "SELF" to the regular pronoun.

There are many other types of pronouns besides those in the simple lists given here. Just remember one important fact: You can recognize a pronoun by the fact that it replaces the name of someone or something.

This is done to prevent the needless repetition of nouns and names. Go back over this unit and see how many times I used pronouns.

References (should you want to read further):

The New Building Better English (No. 11), pp. 339-340, 348.

Writing Skills I, pp. 79-86.

English The Easy Way, pp.41-56.

The Macmillan Handbook of English, p. 42.

The Instant English Handbook, pp.11-12, 61-84.

Unit 3: Pronouns

Test 1

Answer the following questions on the answer sheet.

I. Identify the pronouns used in the following sentences.

1. Charlie bought a bottle and drank it.
2. He goes to Tippette Tech.
3. I met her in Guided Studies.
4. They found themselves locked in the john.
5. His own car ran over him.

II. Identify the possessive pronouns in the following sentences.

1. He tripped over his own feet.
2. My cigaretts taste horrible.
3. His dog ate his cat.
4. Vivian took his picture with her camera.
5. Both Harry and Cecilia drive their cars to work.

III. Replace the unnecessary NOUN with the proper Pronoun.

1. Harriet broke Harriet's father's tractor.
2. The calf tripped over the calf's feet.
3. Andy found Andy in bed.
4. Andy had been drinking all night.
5. Andy chucked up all over Andy.

Unit 3: Pronouns

Test 1

Answer Sheet

You must not miss more than 3 to proceed to the next unit.

I.

1. __________
2. __________
3. __________, __________
4. __________, __________
5. __________, __________

II.

1. __________
2. __________
3. __________, __________
4. __________, __________
5. __________

III.

1. __________
2. __________
3. __________
4. __________
5. __________, __________

Unit 3: Pronouns

Test 1

Answers

Must miss no more than three (3). Additional pronouns should not be marked wrong here as long as they are appropriate.

I.

1. it
2. He
3. I, her
4. they, themselves
5. His, him

II.

1. His
2. my
3. his, his,
4. his, her
5. their

III.

1. her
2. its
3. himself
4. he
5. he, himself

Unit 3: Pronouns

Test 2

Identify only the Possessive Pronouns in the following sentences.

1. Cecilia's car lost its motor.
2. At least, she thinks her motor is gone.
3. She does not know very much about her car.
4. Cecilia hoped it would run if she filled her tank.
5. Harry drove his car over to Cecilia's to jump the battery.
6. He could not find his battery in the trunk.
7. He did not know very much about his car either.
8. After a while their cars were in bad shape.
9. Cecilia later found her motor in the street.
10. She tried to replace its connections with her screwdriver.
11. Harry thinks his bulldozer is quieter than her car.

Unit 3: Pronouns

Test 2

Answer Sheet

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________

Unit 3: Pronouns

Test 2

Answers

1. its
2. her
3. her
4. her
5. his
6. his
7. his
8. their
9. her
10. its, her
11. his, her

GUIDED STUDIES

ENGLISH

UNIT 4

ADJECTIVES

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 4: Adjectives

Objective: When the student has completed this unit, he will identify the adjectives used in a group of sentences.

Definition: An adjective is a word or series of words used to describe or point out anyone or anything.

The adjective is the simpliest part of speech to understand in the English language. Quite simply the adjective describes. Without the adjective you would be unable to identify a particular object--you would be confused.

LOOK AT THE TREE.

How in the heck are you supposed to know which tree to look at? In order to know which tree to look at, you must DESCRIBE the one you mean.

So if you said "Look at the tall tree"

you would know right away which tree was meant because you can identify the two trees in DESCRIPTIVE TERMS: one is tall and one is short.

But what would you do if you wanted someone to look at both trees? The answer is simple because adjectives can be piled up--one after the other.

Look at the tall and the short trees. To go further you could more clearly identify one tall tree out of many tall ones with

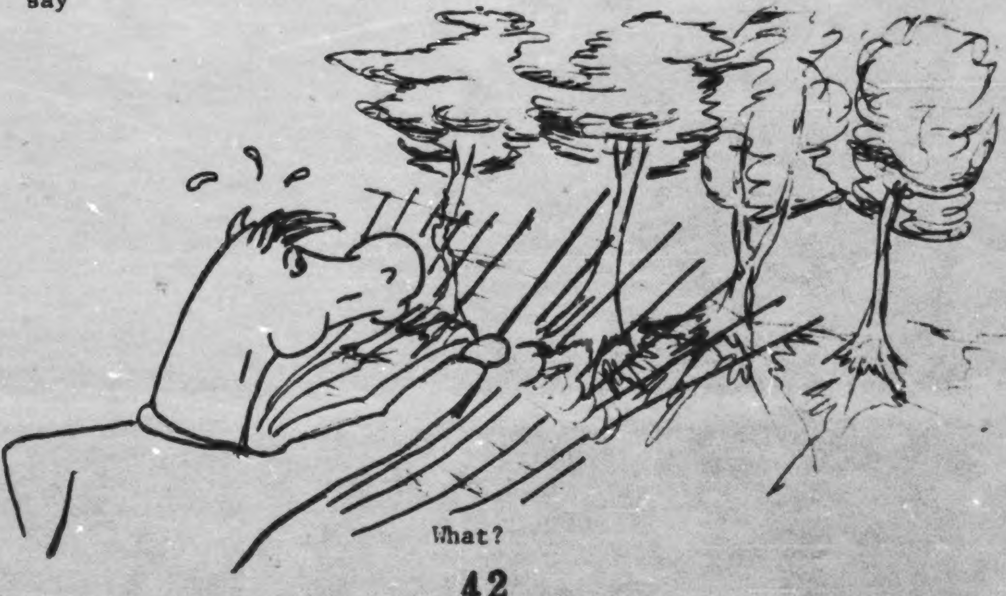
> Look at the tall, lean, crooked, red barked tree.

Fun and games, right? At least there would be no doubt in your mind as to which tree was meant, would there?

Now suppose you didn't want to describe the tree? How--in what way--would you be able to tell people which tree you were talking about? If you were in a forest and talking about a tree to 10 people without indicating which tree you were talking about, all 10 people would think you were talking about a different tree. So to start with you would say

THIS tree is the strange.

"This" is an adjective pointing out a particular, individual tree. The same is true with cars, animals, houses, people, or whatever. "This" indicates one single tree. Of course, if you needed to point out more than one tree, instead of saying this tree you would say



What?

"These" or "those" is the best--in other words, "these trees."

Simple, right? Of course, it is. You use hundreds of adjectives everyday. Stop and think a minute. How would you tell your friends which car you drove to school today? Was it the blue one? the red one? the gray one? the black one? Or was it the short one? or the long one? the rusty one? the clean one? or the scratched one?

Enough with the trees and the other junk. Adjectives have enriched the English language for hundreds of years--they have brought color into the lives of people who would otherwise have led gray, drab existences for a lifetime. What am I talking about? I am talking about the use of adjectives in the poetry and prose of literature.

How could a poet describe the smell of a flower or the beauty of his other lover without the adjective? In a book, how would you know whether or not James Bond (007) was a handsome son-of-a-gun or an ugly S.O.B. without the adjective?

Without the adjective, both literature and language would have died long ago.

References for further reading:

The Macmillan Handbook of English, p. 43.

Instant English Handbook, pp. 18-19.

English the Easy Way, pp. 121-124.

The New Building Better English (11th), pp. 353-370.

Unit 4: Adjectives

Test 1

Answer the following questions
on the proper answer sheet.

I. Identify the adjectives in the following sentences.

1. Jack selected the tall girl with blonde hair.

2. Cecilia always does a good job.

3. People have nasty things to say about school.

4. The yellow and red flowers grow only in Spring.

5. Sexy men and women are not always attractive.

II. Identify the nouns which are described by the adjectives in Part I.

Unit 4: Adjectives

Test 1

Answer Sheet   You can miss no more than 3.

I.

1. ____________________, ____________________
2. ____________________
3. ____________________
4. ____________________, ____________________
5. ____________________, ____________________

II.

1. ____________________, ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________, ____________________,
   ____________________, ____________________

Unit 4: Adjectives

Test 1

Answers

I.

1. tall, blonde
2. good
3. nasty
4. yellow, red
5. sexy, attractive

II.

1. girl, hair
2. job
3. things
4. flowers
5. men, women, men, women

Unit 4: Adjectives

Test 2

Identify the adjectives in the following sentences on the proper answer sheet.

1. Cecilia often wears purple pantsuits.
2. Most of the male students do not care what she wears.
3. The female students think her blonde hair clashes with her purple pants.
4. The older teachers usually get sick when they see such and ugly sight.
5. Harry likes the purple colors Cecilia wears so he wears pink.
6. Sick Harry is color blind.
7. He thinks that his pink pants are green pants.
8. Both Harry and Cecilia clash with the red brick of Tippette Tech.
9. Those horrible colors often make the green plants wilt in the building.
10. The tired gardener keeps planting new plants.

Unit 4: Adjectives

Test 2

Answer Sheet

1. ____________________

2. ____________________

3. ____________________, ____________________, ____________________

4. ____________________, ____________________

5. ____________________

6. ____________________, ____________________

7. ____________________, ____________________

8. ____________________

9. ____________________, ____________________

10. ____________________, ____________________

Unit 4: Adjectives

Test 2

Answers

1. purple
2. male
3. female, blonde, purple
4. older, ugly
5. purple
6. Sick, color
7. pink, green
8. red
9. horrible, green
10. tired, new

GUIDED STUDIES

ENGLISH

UNIT 5

THE VERB

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 5: The Verb

Objective: When the student has completed this unit, he will identify the two major types of verbs and the three tenses of each as they are used in a group of sentences.

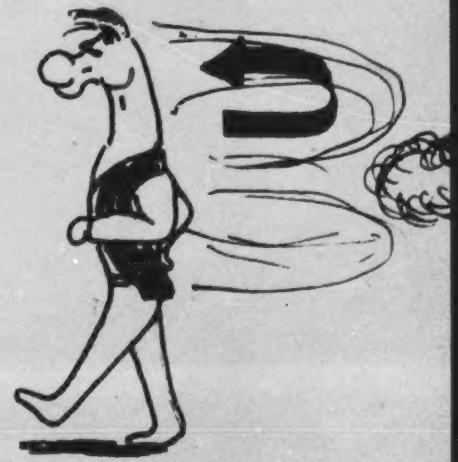
Definition: The verb of a sentence is a word or words which represent an action or a state of being.

The verb is commonly known as the action word of the English language
The verb is the single most powerful word in the English language. With this word or group of words you can cause your sentence to convey action. In short, you give what you are talking about some action.

But what action?

Action is motion - movement toward or away from something - or movement without any direction.

HE IS WALKING TO WORK.



HE IS WALKING FROM WORK.

"Walking" in both of these cases is the verb. It is an action just as the following

HE WAS CHOKED

"Was" and "choked" are used together to make the complete verb. Suppose we had instead of that just the word "he" for the complete sentence? You ask "He what"? You have the picture showing a choking motion, right? But what if you had just "he" and no picture? Could you tell what the action of the sentence was? Certainly not! Thus, every sentence you write needs a verb!

So much for the verb conveying action.

But what is a state? Sometimes it is called a state of being in your old grammar texts? But what in the heck is that? A state of being does not convey the idea of motion or action - it just IS.

He looks sick.

He is Sick.

He seems sick.

In these three sentences, there is no action taking place. You are simply describing the condition he is in. The three verbs (looks, is, seem) are conveying or telling about a state (not the state of North Carolina) or a state of being. Got it? Are you sure?

Look back and review the basic definition of the verb before you go any further. From here on out it gets pretty hairy.

Now let's look briefly for a while at some of the peculiarities and weird things about verbs.

Verbs have what is called tense. Tense is time

Past

Present

Future

The verb is the one thing that enables the English language to hop on to a time machine and travel from the past to the future. I bet you didn't realize that you could do that, did you.

It's not really that big a thing! You do it everyday! If you were to make a sentence from the drawing above using the verb "live", you would have

He lived, He lives. He will live.

Simple? Only up to a point. How would you turn "I see" into the past tense? I_________________.

"See" is what is often called a STRONG verb because its past tense form is "saw". In other words, the past tense is not formed by attaching "ed" to the end. Instead, the word itself changes.

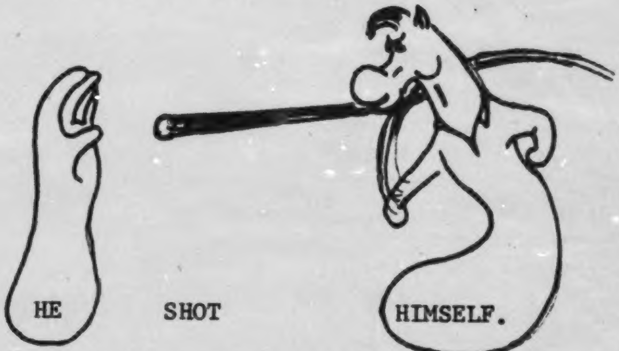
A verb that changes to the past tense by simply adding "ed" is naturally called a WEAK verb. It doesn't make any sense to me either - and it is hairy trying to figure out which is which. Your best bet is to look over the lists of verbs in the Reference Texts and just get to know which is which.

In looking at the future tense of the verb in the drawing can you tell what is so special about it that makes it the future tense? "Lives" has simply dropped the "s", right? But what else? A word has been added. That word is _________________.

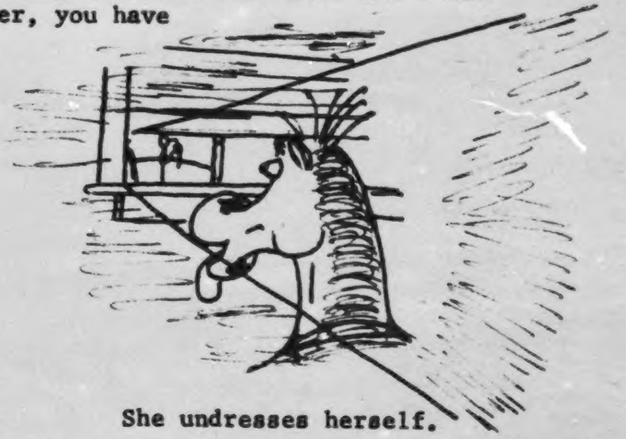
"Will" is called a helping verb much in the same way that "is" is used in the beginning of this sentence. Go back and look. "Is" helps the verb "called" (normally the past tense of "call") work as a present tense verb. Likewise, "will" helps the verb "live" to become a future tense verb.

Are you getting this? I hope so because there are many such helping verbs.

Do you remember that pronoun that we called a reflexive pronoun? If not, go back to the pronoun unit and review. At any rate, the reflexive pronoun changes the character of the verb and causes the verb to be reflexive. In other words, the action of the verb is THROWN BACK to the subject noun.



The action of this verb is carried back to "He" by the word "himself". In other words, "himself" IS "he". Nice isn't it? In the same manner, you have



She undresses herself.

Have you got all of this so far? We have discussed the

Active verb
State of being verb (Inactive verb)
Tenses of verbs
Weak verbs
Strong verbs
Helping verbs

The whole concept of verbs is hairy;so remember, check the reference texts. These will provide more information and many, many more examples.

References:

* The New Building Better English (9), pp. 264 - 274.

The New Building Better English (11), pp. 293 - 94, 296 - 307.

The Instant English Handbook, pp. 134 - 163.

English the Easy Way, pp. 67 - 70, 89 - 94.

* Very important for a good background

Unit 5: Verbs

Test 1

Answer the following test
questions before going to
the next unit.

I. Identify the Action Verb with an A and the State of Being Verb with an S.

1. A wheel fell off Cecilia's Ford.

2. Cecilia cried.

3. The Ford looked funny with only three wheels.

4. After an hour, the mechanic finally arrived.

5. When he fixed the wheel, the car seemed fine.

6. Cecilia was happy at last.

II. Identify ONLY the Helping Verbs in the following sentences.

1. You will find that a lab technician makes good money.

2. He does go to sleep in class.

3. Dumb Harry was born asleep.

4. Harry has completed homework for the first time.

5. Vivian is thinking that Cecilia helped Harry.

6. Cecilia knows that she did help Harry.

7. Tonight, Vivian will help Harry do his homework.

III. Identify the tense (Past, Present, or Future) of each of the Helping Verbs in Part II.

Unit 5: Verbs

Test 1

Answer Sheet

I.

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________, ______________
6. ______________

II.

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________

III.

1. ______________
2. ______________
3. ______________
4. ______________
5. ______________
6. ______________
7. ______________

Unit 5: Verbs

Test 1

Answers

I.

1. A
2. A
3. S
4. A
5. A, S
6. S

II.

1. Will
2. does
3. Was
4. has
5. is
6. did
7. will

III.

1. Future
2. Present
3. Past
4. Past
5. Present
6. Past
7. Future

Unit 5: Verbs

Test 2

I. Identify the verbs in the following sentences.

1. Harry's car ran out of gas on HWY 264.
2. He was on his way to Tippette Tech.
3. He left his car on the road to hitchhike.
4. Some dude picked him up an hour later.
5. The dude robbed him of all his money.
6. Harry later found his stripped down car.

II. Identify the tense of the verbs (past, present, or future) in the following sentences.

1. Cecilia laughed at Harry's problems.
2. Harry is going to call the cops.
3. Cecilia knows that Harry's car is done for.
4. The police will never find the crooks.
5. Cecilia had stripped the car.
6. Her brother shared Harry's money with her.

Unit 5: Verbs

Test 2

Answer Sheet

I.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

II.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

Unit 5: Verbs

Test 2

Answers

I.

1. ran
2. was
3. left
4. picked
5. robbed
6. found

II.

1. past
2. present
3. present
4. future
5. past
6. past

GUIDED STUDIES

ENGLISH

UNIT 6

THE ADVERB

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 6: The Adverb

Objective: When the student has completed this unit, he will identify the adverbs used in a group of sentences.

Definition: An adverb is a word that describes or modifies a verb, an adjective, or another adverb.

Remember the adjective? The adjective describes a noun. Well, the adverb does exactly the same thing with the verb, adjective, or another adverb.

How, you ask? By George, that's it exactly! The adverb describes how the action of the verb takes place. Of course, according to the Simplicity English Grammar Law (don't make anything simple if you can possibly avoid it), that is not all.

WHEN

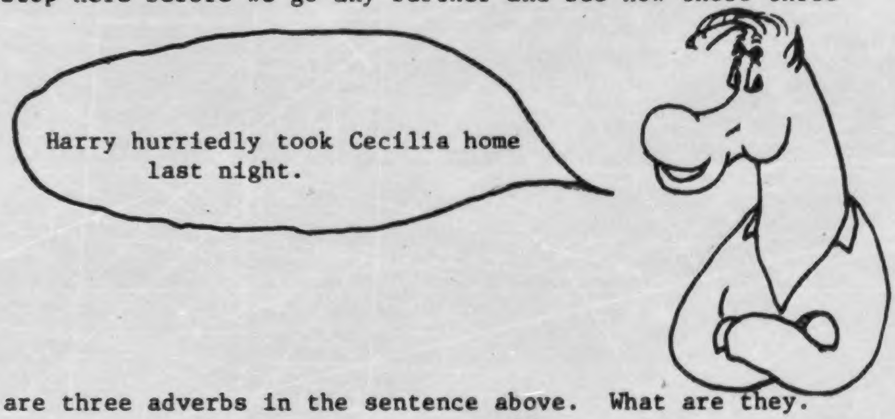
WHERE

The adverb does not only describe how an action takes place, but also when and where it occurs.

So we have 3 ways that an adverb can describe or clarify the action represented by a verb:

1. How
2. When
3. Where

Let's stop here before we go any further and see how these three work.


Harry hurriedly took Cecilia home last night.

There are three adverbs in the sentence above. What are they.

1. ______________ 2. ______________ 3. ______________

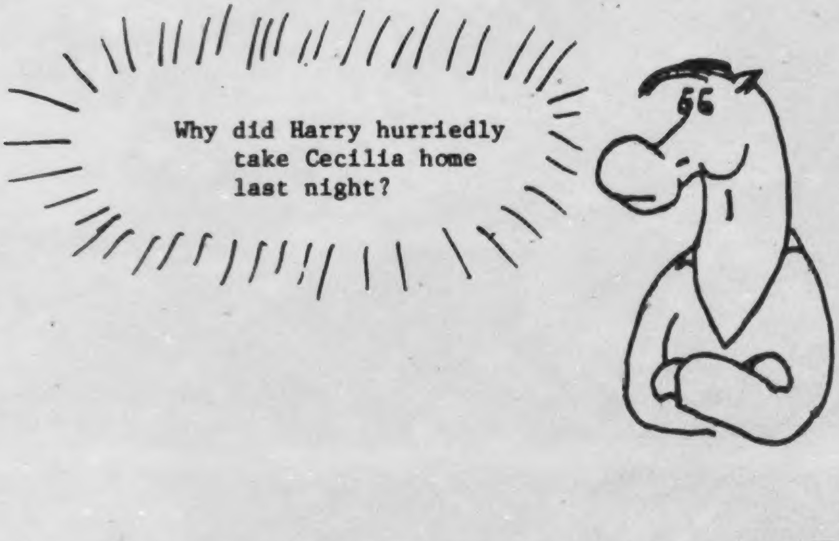
Ask the following questions:

1. How did Harry take Cecilia home?
2. Where did Harry take Cecilia?
3. When did Harry take Cecilia home?

Number one is "hurriedly." Number two is "home." Number three is "last night."

Simple, isn't it? If you ask these questions in order to identify the adverbs in a sentence, 99 times out of 100 you will hit it on the nose.

However, according to the Simplicity English Grammar Law, we can't leave it at that. The adverb also answers the question "Why?" But this is easier to identify.


Why did Harry hurriedly take Cecilia home last night?

Which word asks the question "Why?" The answer is obvious--at least in this one example. "Why" answers the question "Why?" Others are not so obvious.

Harry hurriedly took Cecilia home last night to watch T.V.

What answers the question "Why?" in this case?

Notice that the "why" adverb in this sentence involves more than just one word--it needs three words! Don't worry about this now--we'll cover it in another unit.

Let's move on.

Notice the "when" adverb. What is it???

"Last night" is two words. "Night" is definitely the adverb because it provides a time reference for the action. "Last" is an adjective, right?--it pins the event down to a particular night by selecting last night instead of the previous night, or a night two weeks or a month ago.

So, in effect, this adjective modifies or describes an adverb. Go back and look at the definition of an adverb. ______Now that you have looked, you can apply this to what you have just read. How?

Since "last" describes "night," "last" also becomes an adverb.

Let's go even further (Boring isn't it?)

Suppose you just said "a glossy red tractor." Does "glossy" describe "red" or "tractor?" Think of a tractor that has just been painted with some red paint that puts on a nice shiny finish.

Here "glossy" tells something about "red" doesn't it? Check your definition again. This is a sticky business. Since "red" is an adjective describing "tractor" AND since "glossy" describes "red," "glossy" is an adverb.

Crazy, isn't it?

Just remember that the adverb describes just like the adjective--the adverb is often an adjective--but it describes different things. What?

Hint: Sometimes adverbs can be recognized because "ly" is added on the end of the word. This is most frequently seen on the adverbs which directly modify or describe the verb.

Enough with the adverbs.

References:

The New Building Better English (9), pp. 355-363.

The New Building Better English (11), pp. 372-376.

The Instant English Handbook, pp. 122-126.

Unit 6: Adverbs

Test 1

Answer the following questions
on the proper answer sheet.

I. Identify the adverbs in the following sentences.

1. Tippette Tech is growing rapidly.
2. Soon, Tippette Tech will have two buildings.
3. The new building will be nearby.
4. We are hoping that it will not be painted with that sickly green paint.
5. Someday the students will be allowed inside.
6. I will not finish quickly.

II. In the sentences above, identify the "how," "when," "where," or "why" question that each adverb answers. If it describes an adjective, just write "adj."

Unit 6: Adverbs

Test 1

Answer Sheet

I.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

II.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________
6. ______________________

Unit 6: Adverbs

Test 1

Answers

May not miss more than two.

I.

1. rapidly
2. Soon
3. nearby
4. sickly
5. someday, inside
6. quickly

II.

1. how
2. when
3. where
4. adj.
5. when, where
6. when

GUIDED STUDIES

ENGLISH

UNIT 7

PREPOSITIONS

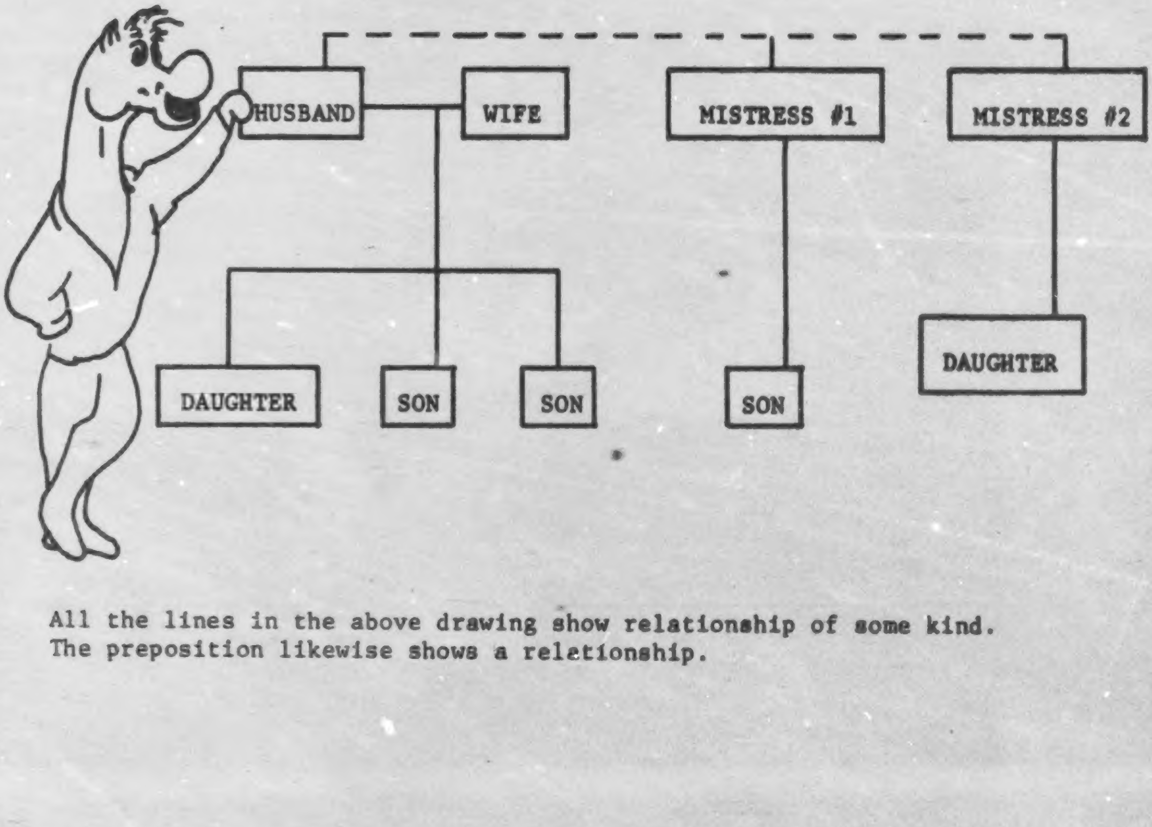
Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 7: Prepositions

Objective: When the student has completed this unit, he will identify the prepositions and the prepositional phrases in a group of sentences.

Definition: A preposition is a word that shows a relationship of a noun or pronoun to another noun or pronoun or to an adjective or to a verb.

As you move along toward understanding (?) the English language, you should realize that all the words in a sentence are related to each other. The sentence is like a family tree or a drawing which shows the relationship between family members.



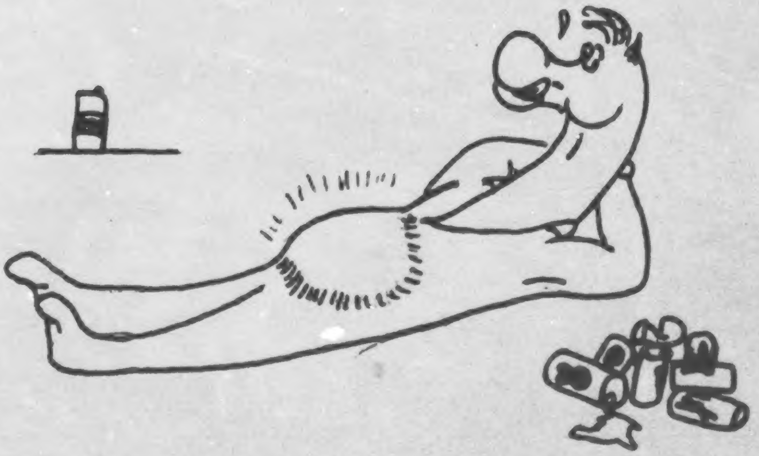
All the lines in the above drawing show relationship of some kind. The preposition likewise shows a relationship.

A BEER THE HAND

What relationship is expressed by these words?

None, of course! What is needed?

How about "A beer in the hand"? The preposition "in" relates the noun "hand" to the noun "beer." Let's look at a complete sentence.



THE BEER IN HIS STOMACH FILLED HIM UP.

"Stomach" is related to "beer" because the preposition tells the reader which beer. Is the beer sitting in the mug or is the beer in his stomach? Obviously, it is not the beer in the mug. The words

In His Stomach

is called a PREPOSITIONAL PHRASE.

A phrase is simply a group of words which may be used as a part of speech--as a noun, adjective, adverb, or whatever. A prepositional phrase is simply a phrase which begins with a preposition. A simple prepositional phrase can be spotted if you can recognize the preposition.

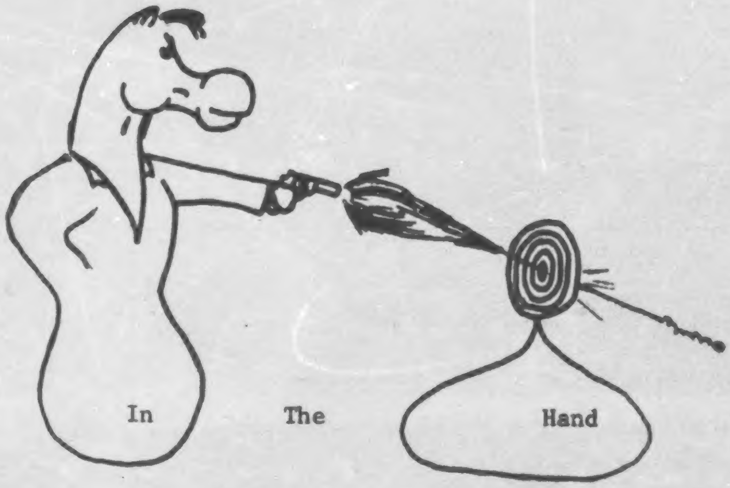
$$\boxed{1} + \boxed{2} + \boxed{3}$$

Just imagine the three boxes you see above this line. Each of the boxes represents a part of the prepositional phrase.

What would go in box #1, box #2, box #3?

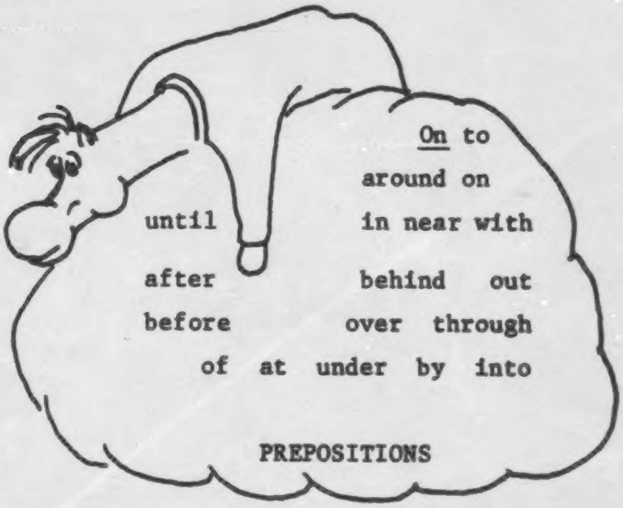
The preposition goes in box #1 almost always. In box #3, the noun or pronoun being related belongs. Box #2 is where anything describing that noun or pronoun belongs. These things which describe nouns or pronouns are called _______________?

Those nouns or pronouns which are related to another noun or pronoun by the preposition are called the object of the preposition.



Why it is called the object of the preposition, only the most confusing grammarions can explain. Generally it is stated that the preposition implies some direction or position. The preposition thus carries that implied direction to an object or goal or target. It is the Simplicity English Grammar Law in all its glory. Understand? I hope not, because I don't!

Most of the words which are most often identified as prepositions you would probably call adverbs because they describe essentially a place--which, of course, answers the adverb question "Where."



These are only some of the prepositions. Do you recognize any of them? You should. Like every other part of the English grammar structure, you use them regularly EVERYDAY without realizing it.

But how are prepositions used. Prepositional Phrases are used just like adjectives and adverbs. If you don't remember how they are used, go back and review. BUT, prepositions used by themselves without the parts of the phrase are merely adverbs.

Confusing isn't it? We will go into more detail about how they are used in another unit.

Go through the assigned reference texts and look for examples and more prepositions. These will help cheer things up.

References:

The Instant English Handbook, pp. 188-91, 197-98.

The New Building Better English (9), pp. 304-305.

The New Building Better English (11), pp. 387-90.

English the Easy Way, pp. 135-36.

Unit 7: Prepositions

Test 1

Answer the following questions on the proper answer sheet.

I. Identify the prepositions in the following sentences.

1. Harriet and Cecilia go to night school at Tippette Tech.
2. They learn in class about driving bulldozers.
3. Harriet prefers the backhoe digger over the bulldozer.
4. Cecilia does not like being in the backhoe digger.
5. All the men at school laugh at the girls.
6. Harriet usually dumps a load of dirt on them.

II. Identify the objects of the prepositions used in the sentences above.

III. Identify how the prepositional phrases in the following sentences are being used (as adjectives or adverbs).

1. Harry usually goes to the beach in the Spring.
2. He carries his own pad with him.
3. The girls on the beach usually run from him.

Unit 7: Prepositions

Test 1

Answer Sheet

I.

1. ______________, ________________
2. ______________, ________________
3. ______________
4. ______________
5. ______________, ________________
6. ______________, ________________

II.

1. __________________________, __________________________
2. __________________________, __________________________
3. __________________________
4. __________________________
5. __________________________, __________________________
6. __________________________, __________________________

III.

1. __________________________, __________________________
2. __________________________
3. __________________________, __________________________

Unit 7: Prepositions

Test 1

Answers

No more than 3 may be missed.

I.

1. is, at
2. in, about
3. over
4. in
5. at, at
6. of, an

II.

1. (night) school, Tippette Tech.
2. class, driving bulldozers
3. bulldozer
4. (backhoe) digger
5. school, girls
6. dirt, them

III.

1. adverb, adverb
2. adverb
3. adjective, adverb

Unit 7: Prepositions

Test 2

I. Identify the prepositional phrases in the following sentences.

1. Cecilia never can find prepositions in sentences.
2. Her instructor thought her hair got in the way.
3. But Cecilia never looked at the page.
4. She was more interested in the boy in the next row.
5. On Wednesdays she sits on the edge of her seat.
6. On those days she cannot even find the sentences on the page.

II. Identify the object of the prepositions in each of the following sentences.

1. Cecilia looks for the prepositions after school.
2. She usually locks herself in the water closet.
3. She finds it nice and quiet in there.
4. The objects of the prepositions jump out of the sentences then.
5. When she does her work this way, she usually gets an "A" in class.
6. But the boy in the next row never looks at her.

Unit 7: Prepositions

Test 2

Answer Sheet

I.

1. ____________________
2. ____________________
3. ____________________
4. ____________________, ____________________
5. ____________________, ____________________, ____________________
6. ____________________, ____________________

II.

1. ____________________, ____________________
2. ____________________
3. ____________________
4. ____________________, ____________________
5. ____________________
6. ____________________, ____________________

Unit 7: Prepositions

Test 2

Answers

I.

1. in sentences
2. in the way
3. at the page
4. in the boy, in the next row
5. On Wednesday, on the edge, of her seat
6. On those days, on the page

II.

1. prepositions, school
2. water closet
3. there
4. prepositions, sentences
5. class
6. row, her

GUIDED STUDIES

ENGLISH

UNIT 8

CONJUNCTIONS AND INTERJECTIONS

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 3: Conjunctions and Interjections

Objective: When the student has completed this unit, he will identify the conjunctions and interjections in a group of sentences.

Definitions

Conjunction:	A word that joins together two words or groups of words called sentences.
Interjection:	A word or group of words that express pain, surprise, anger, pleasure, or some other emotion.

Most grammar books only devote a small portion to these two parts of speech because they are so simple.

The conjunction is the ELMER'S GLUE of grammar. If you had a do-it-yourself chair, you would put the parts together with glue. Likewise, if you have some words to put together such as

Harry . . . Harriet went to the beach,

the sentence would not be complete unless "Harry" was glued to "Harriet."

Since the conjunction is the glue, you would use one of these conjunctions:

and
until
or
but
for
because

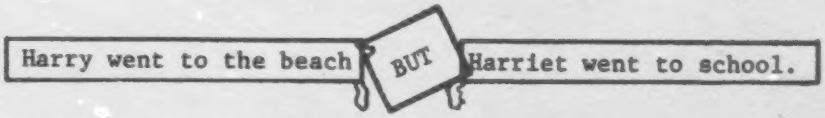
In this case, "and" is the best one.

HARRY
and
HARRIET went to the beach.

Conjunctions also glue two sentences together:

Harry went to the beach.

Harriet went to school.



Conjunctions can also glue a string of phrases together.

Harry wanted Cecilia to go with him and not to the beach.

Each of the words in the list above can be used to join two sentences together. There are many more conjunctions, but we will get down to the nitty-gritty of those in another unit.

Interjections are even simpler. It is thought that the interjection is the oldest part of speech in the human language.

You often say interjections without even thinking.

Ouch!
UGH!
BAM

The words you use which are called "curse words" when not used as adjectives are also interjections.

Everything from "Oh, my goodness" to "Oh damn" and beyond are interjections. They serve no other purpose than to express emotion. They are easily identified in a sentence by the exclamation mark (!).

References:

Conjunctions-

The New Building Better English (9), pp. 359-60.

The New Building Better English (11), pp. 393-96.

The Instant English Handbook, p. 24.

English The Easy Way, pp. 139-140.

Unit 8: Conjunctions and Interjections

Test 1

Answer the following questions
on the proper answer sheet.

I. Identify the conjunctions in the following sentences.

1. Cecilia and I are taking an automotive class at Tippette Tech.
2. Cecilia wanted to take an electronics course, but it was not offered.
3. She had to take the automotive course or stay at home.
4. Cecilia decided to stay in that class until an electronics course is offered.
5. The only problem is that Cecilia does not like all the dirt and grease or the passes the mechanics make.

II. Indicate whether the conjunctions above connect sentences or a group of nouns.

III. Identify the interjections in the following sentences.

1. Damn it, you tried to steal my car.
2. Ow! Don't hit me so hard. Ouch!
3. Ah! It's so nice beating up a car thief.
4. Oh! Now you've made me sick. Choke!!!

Unit 10: The Subject

Test 2

Answer Sheet

I.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

II.

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Unit 10: The Subject

Test 2

Answers

I.

1. people
2. affair
3. officer
4. Nixon
5. Someone

II.

1. Cecilia
2. The whole Watergate Affair
3. Her boyfriend
4. He
5. A big fight

GUIDED STUDIES

ENGLISH

UNIT 11

INTRODUCTION TO THE VERB CLUSTER

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 8: Conjunctions and Interjections

Test 1

Answer Sheet

I.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________, ____________________

II.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________, ____________________

III.

1. ____________________
2. ____________________, ____________________
3. ____________________
4. ____________________, ____________________

Unit 8: Conjunctions and Interjections

Test 1

Answers

I.

1. and
2. but
3. or
4. until
5. and, or

II.

1. nouns
2. sentences
3. sentences
4. sentences
5. nouns, nouns

III.

1. Damn it
2. Ow, ouch
3. Oh
4. Oh, choke

GUIDED STUDIES

ENGLISH

UNIT 9

FINDING VERBS

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 9: Finding Verbs

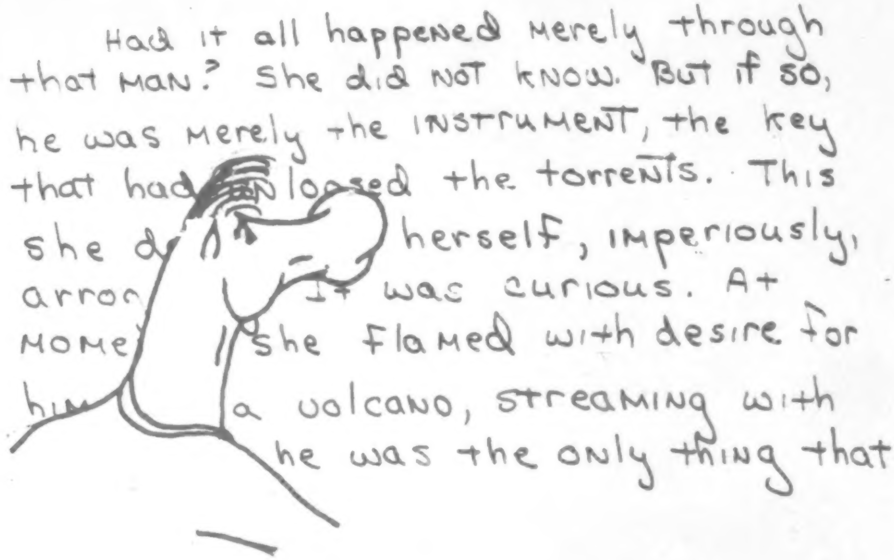
Objective: When the student has completed this unit, he will identify all the verbs in a group of sentences.

Do you remember all that was said about verbs in Unit 5? Let's briefly review.

The verb is

(1) the action word of the sentence or
(2) the lack of action (state of being) of the sentence
(3) and the time clock of the sentence.

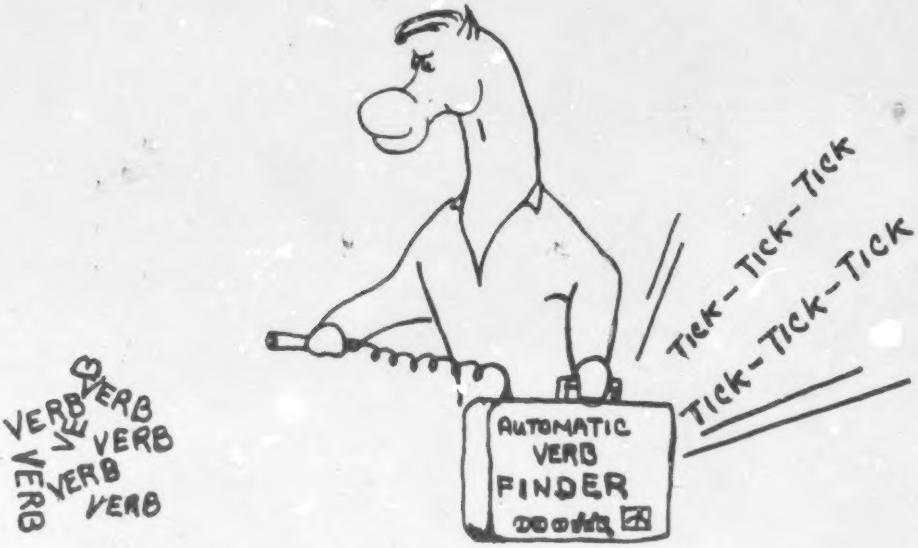
Because the verb does not always clearly display an action or a state of being, the verb is often not easily spotted right away. It is similar to being unable to see the forest because the trees are in the way--


Had it all happened merely through
that man? She did not know. But if so,
he was merely the instrument, the key
that had loosed the torrents. This
she d herself, imperiously,
arro It was curious. At
mome she flamed with desire for
a volcano, streaming with
he was the only thing that

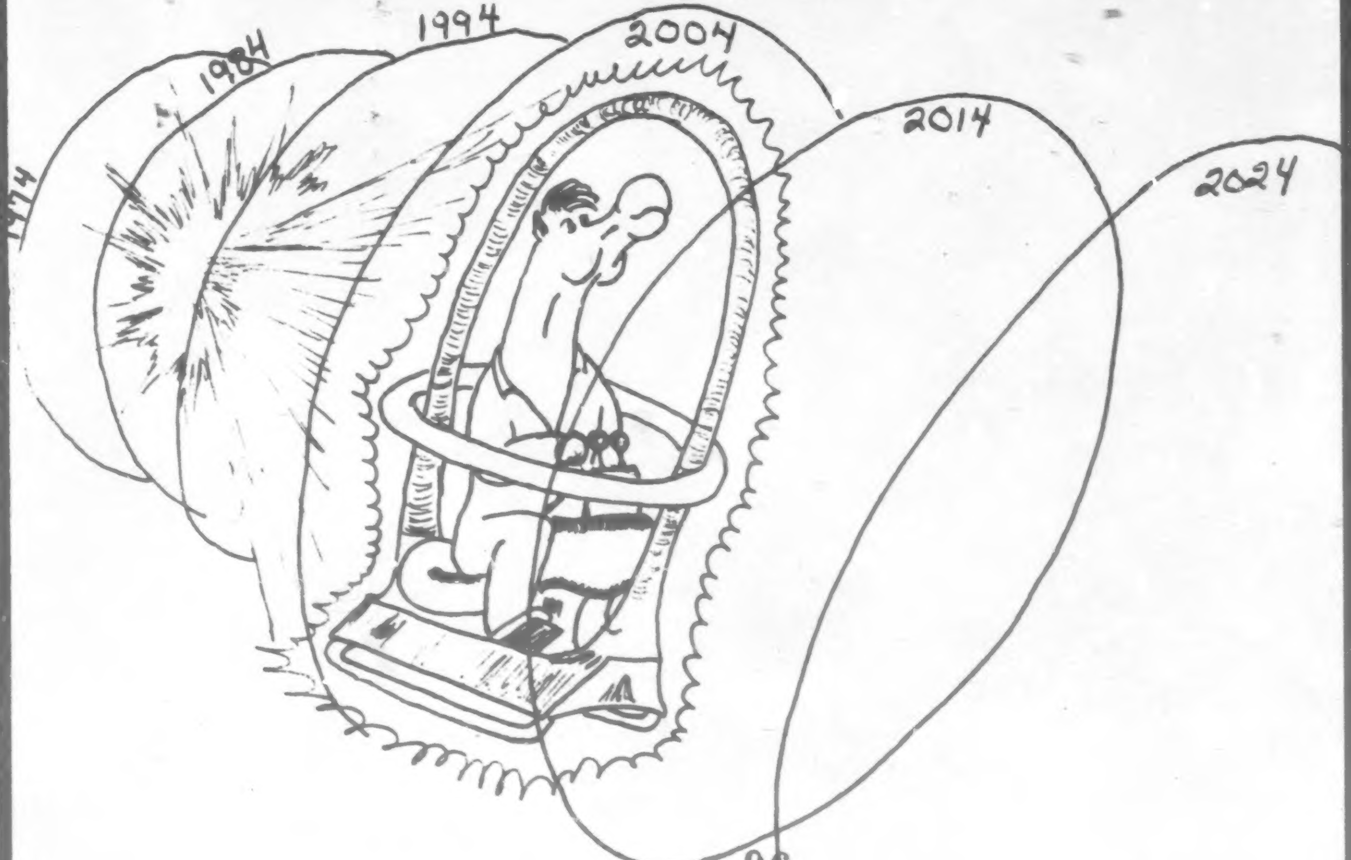
There are often so many words in just one sentence that you cannot easily see the verb. When asked to find the verb of a sentence (and you will be expected to do so), you must be able to pick out that one word which is defined as the VERB.

How is this done?

A good question. As we have said it is not easy. * * * BUT * * * you do have something which will help in cases that you are unsure about.



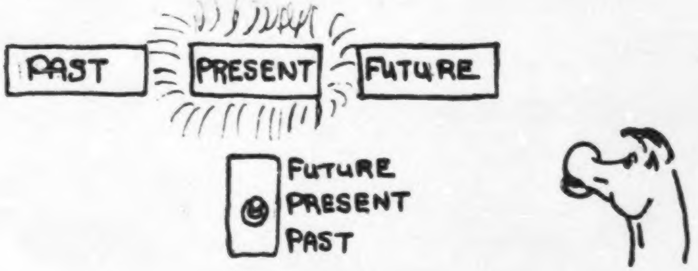
Remember Tense? Tense is the time machine of the sentence--that which gives the sentence past, present, and future.



But how does this help?

If you are uncertain as to which word is the verb, just flip the tense switch in your mind.

Guided Studies at Tippette Tech closes in the afternoon.



Think about what the sentence would be like if it was put in the future.

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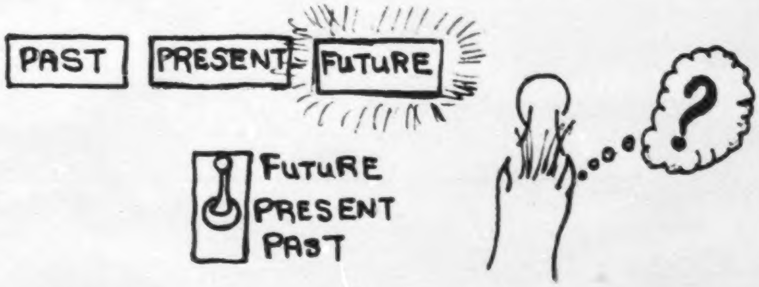
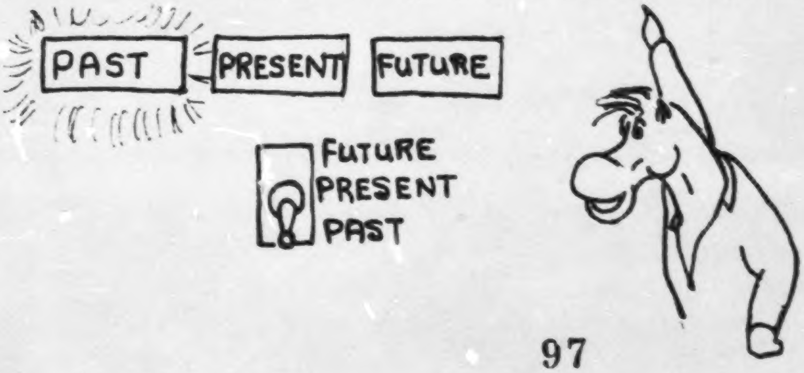
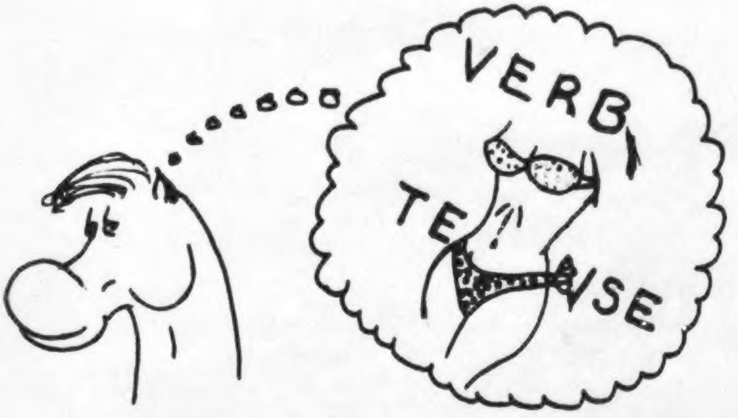


Do you see the change in the sentence? When you change the sentence from present to future, you should be able to pinpoint the verb because the verb is the only part of the sentence that will be changed by the time element of tense. If you still have trouble spotting the verb, switch the sentence in past tense.

Guided Studies at Tippette Tech closed in the afternoon.

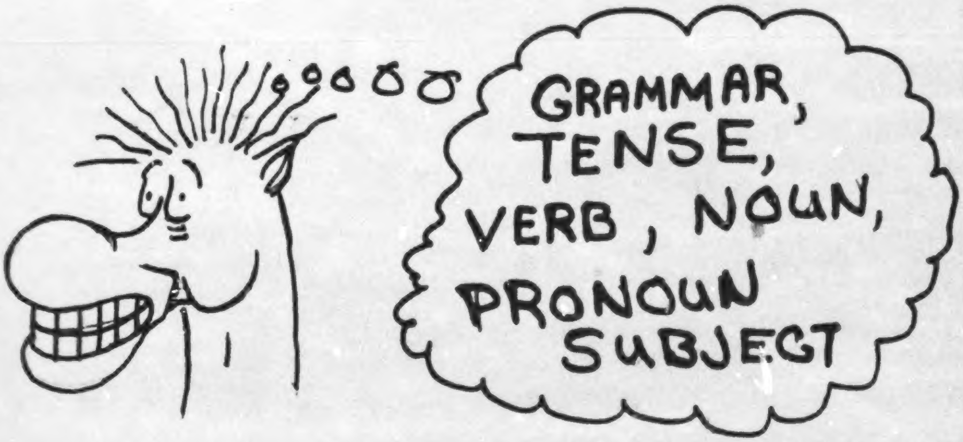


Now stop and think for a moment. How do you flip the switch?



You must remove everything else from your mind and say the sentence slowly to yourself (or out loud). Then think "WHAT WOULD THE SENTENCE SOUND LIKE IF IT WERE FUTURE, PRESENT OR PAST?"

You CAN do this because you use all three tenses everyday. Sometimes you have difficulty because you are trying hard to be correct or you are psychologically thrown into shock by the fact that you dislike grammar (with good reason too)!



Don't fret! Just relax and try to think normally. Remember--you speak the English language everyday. So you have the natural ability to do these things without thinking. The problem is to get yourself to do it while thinking--to do it at your own command.

Let's practice a little finding verbs with two different sentences:

I recognized Harry after all these years.

Past: I recognized Harry after all these years.

Present: I recognize Harry after all these years.

Future: I will recognize Harry after all these years.

What is the verb above? What word changes? You are exactly right! "Recognize" changes, so it is the verb.

Try another:

Harry and Cecilia from Tippette Tech are in the X-rated movie house.

Past: Harry and Cecilia from Tippette Tech were in the X-rated movie house.

Present: Harry and Cecilia from Tippette Tech are in the X-rated movie house.

Future: Harry and Cecilia from Tippette Tech will be in the X-rated movie house.

This one is a little more difficult because the verb does not show action; it does show ______________________ ___________________(what?)

A state of being. Harry and Cecilia are not doing anything in the movie house (I hope). They are just THERE.

So the word that changes is ____________________??? "are"

Now check the references and go to the test!

References:

English the Easy Way, pp. 89-92.

The New Building Better English (9), pp. 264-67.

The New Building Better English (11), pp. 293-94.

Unit 9: Finding Verbs

Test 1

Answer the following questions on the proper answer sheet.

I. Identify the verbs in each of the following sentences.

1. Harry's interest in nursing surpasses his interest in Cecilia.
2. Harry was very fond of Cecilia at one time.
3. Then Harry signed up for Cecilia's nursing class.
4. All of the girls in the class like Harry.
5. Harry will forget all about Cecilia.

II. Indicate which of the verbs in the following sentences are future, present, or past.

1. Larry's bachelor party is tonight.
2. The marriage will occur tomorrow.
3. Larry wanted to see all his old girlfriends first.
4. He did not know about the presence of his future wife, Mary.
5. Now, Mary will marry Jeff instead.

Unit 9: Finding Verbs

Test 1

Answer Sheet

I.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

II.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Unit 9: Finding Verbs

Test 1

Answers

I.

1. surpasses
2. was
3. signed
4. like
5. will forget

II.

1. Present
2. Future
3. Past
4. Past
5. Future

Unit 9: Finding Verbs

Test 2

Answer the following questions on the proper answer sheet.

I. Indicate the tense of the verbs in the following sentences.

1. Some students dug a big hole in front of Tippette Tech.
2. Tomorrow, they will cover it with branches and leaves.
3. They hope to catch a wild animal.
4. They caught President Drawnblood instead.
5. The angry President Drawnblood was wild enough for them.

II. Identify the verbs in the following sentences.

1. Cecilia now likes her automotive class.
2. The automobile engines are better than the men in the class.
3. She is a better mechanic also.
4. She will graduate at the top of her class.
5. The men in the class have planned an accident for Cecilia.

Unit 9: Finding Verbs

Test 2

Answer Sheet

I.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

II.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Unit 9: Finding Verbs

Test 2

Answers

I.

1. Past
2. Future
3. Present
4. Past
5. Past

II.

1. likes
2. are
3. is
4. will graduate
5. have planned

GUIDED STUDIES

ENGLISH

UNIT 10

THE SUBJECT

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 10: The Subject

Objective: When the student has completed this unit, he will identify the word or words which function as the subject in a group of sentences.

Definition: The subject is that part of a sentence which is spoken of or which performs the action of the verb.

Talk about muddled definitions! The word subject, a noun, originally applied to those little people of merry ole England who were the "subjects" of the king.

A VASSAL WAS A SUBJECT OF THE KING

Since the verb is the powerhouse of a sentence, the subject of a sentence is that part which is controlled by the action of the verb. Just as the king controls his subjects, the verb controls its subject--the subject.

However, unlike the verb, the subject is often easy to spot in the sentence. Why is this?

There are two main reasons for this:

(1) The Subject is usually at the beginning of the sentence.

(2) The Subject is what the sentence is about.

Since #2 is close to the definition of the subject, let's start with it.

In most cases, the subject is that part of the sentence which focuses the reader's attention.

THE GIRL

wore a bikini.

Our attention here is drawn to the "GIRL"--the noun which names a female--just as in real life we would look at the girl if we saw her on the beach.

But what draws our attention to the girl? It is because she "wore a bikini". It wasn't because she was holding a bikini, or burying her bikini, but because she wore a bikini. It is this action by the girl that focuses our attention on the SUBJECT--the girl.

"THE GIRL" is, then, the subject of the sentence.

Let's look at another attention getter.

THE MAN

wore a bikini.

Here, the wearing of a bikini arrests our attention on "THE MAN" almost immediately. Why?

Right! You sould not expect a man to wear a bikini. Thus, in reading the sentence your attention is on the man and what the man did.

So what did the man do? ______________________________

WHO wore the bikini? ______________________________

The Man!

We have our subject!

When you attempt to find the subject always find the verb then ask this question:

Who or what performed the action?

This is fine for the action verbs. What about the verbs which have no action?

He seemed nice.

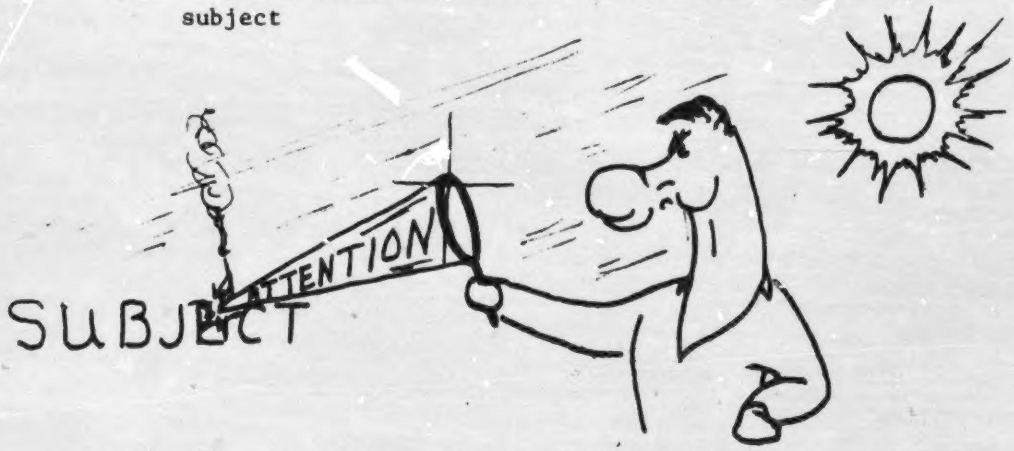
Here all you need to do is ask the question, "Who or what seemed nice?"

The answer, of course, is "He."

Not all sentences are that easy--as I am sure you are aware. Check the references for more examples.

Before you go any further, stop and review what you have covered so far:

(1) the verb focuses the reader's attention on the subject



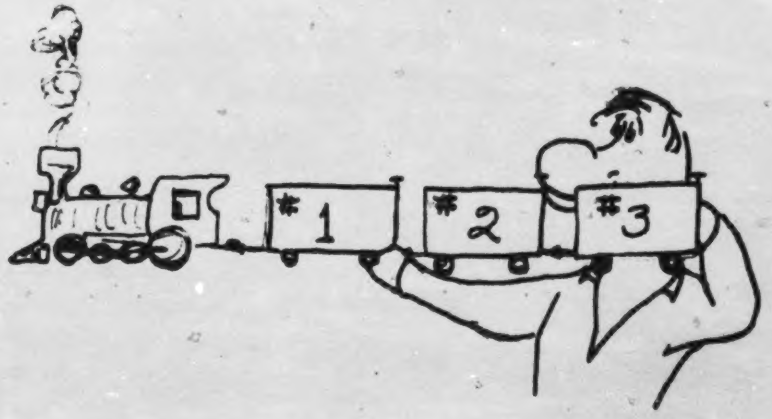
(2) the subject is the person or thing in the sentence which performs the action

(3) the subject can be found by asking yourself "who or what" performs the action.

Now, let's move along.

Is there anything else that would help us to find the subject of the sentence? The answer is a definite "YES."

Imagine that the boxes below represent a sentence.



Since this is an imaginary sentence, could you guess where the subject and the verb would go?

Go back and look at the sentences we have used as examples.

The verb would go in box #2. So, the subject would go in box #______.

You are right! The subject would normally go in box #1. Or, to put it differently, the subject is normally found at the BEGINNING of the sentence. This is the way that the English language is constructed. This narrows greatly the places you have to look to find the subject.

Look at an example.

Cecilia laughed at the girl in pink slacks and purple boots.

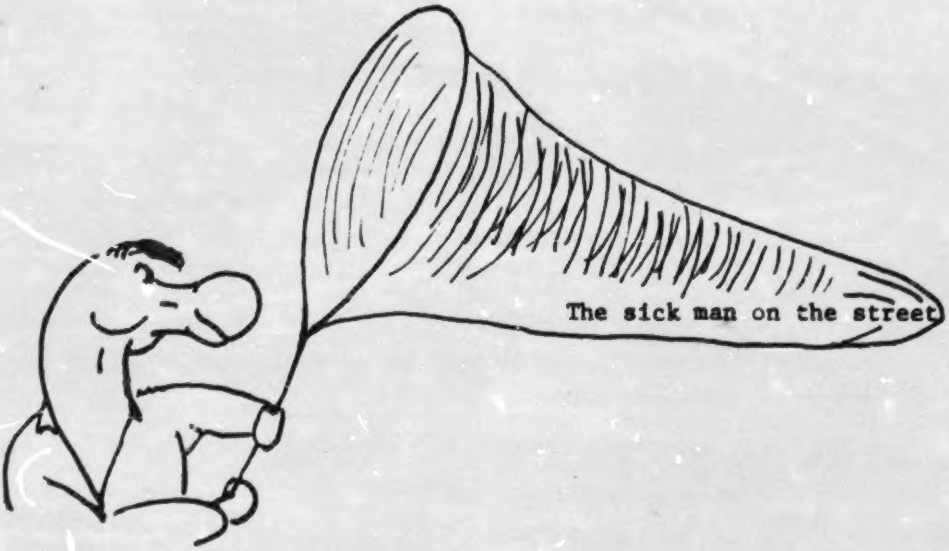
"Laughed" is the verb, right? So, it would go in box #2. Since box #1 must go before box #2, "Cecilia" must go in box #1. Thus, "Cecilia" is the subject. Do not worry about box #3. We'll get to that later.

Getting tired? If so, take a break.

Something else about subjects which you should know. Subjects are nouns or pronouns. Nouns name things. Thus, subjects name things. Pronouns replace nouns which name things.

So--the word is that subject's name or identifies things.

Finally, the last subject of this unit (that is a pun) is what does the subject include. Basically, the subject is a noun. But what if the noun in a subject has one or more adjectives describing it?



The sick man on the street stumbled towards his home.

The subject includes the noun and all the adjectives describing it. Thus, "the sick man on the street" is the COMPLETE subject. Do you understand?

The noun which is the subject stripped of all its modifiers is "man." "The," "sick," and "on the street" serve to describe a particular noun out of many. Since these descriptive words are a part of the noun, they are included as a part of the subject.

A lot of material has been covered in this unit. Go back and look over the points we have covered carefully. Then check the reference texts for more examples.

Notice that the sentences of the tests are getting more complicated. This is a measure of your learning. You have made good progress so far, so keep it up.

References:

Writing Skills I, pp. 79-87.

The New Building Better English (11), pp. 317-18.

Unit 10: The Subject

Test 1

Answer the following questions on
the proper answer sheet.

I. Identify the complete subject in each of the following sentences.

1. The old lady teaches grammar at the university.
2. She likes to have the students memorize rules.
3. Her students are not very fond of her.
4. The course is usually a drag.
5. Many of the smarter students drop out after the first week.

II. Identify the simple subject (the subject noun) in each of the following sentences.

1. Electrical shock can be hair-raising.
2. Badly frayed cords can give a severe shock.
3. The bare unprotected wires can shock also.
4. Shock can kill.
5. Many people have survived severe shocks.

Unit 10: The Subject

Test 1

Answer Sheet

I.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

II.

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________

Unit 10: The Subject

Test 1

Answers

I.

1. The old lady
2. She
3. Her students
4. The course
5. Many of the smarter students

II.

1. shock
2. cords
3. wires
4. shock
5. people

Unit 10: The Subject

Test 2

Answer the following questions
on the proper answer sheet.

I. Identify the simple subject (the subject noun or pronoun) in each of the following sentences.

1. Many people in the country think Nixon should be impeached.
2. The whole Watergate affair is fishy.
3. A commanding officer often bears the responsibility of his men in the army.
4. Nixon says he is not responsible.
5. Someone has to be responsible.

II. Identify the complete subject in the following sentences.

1. Cecilia wants to impeach Nixon.
2. The whole Watergate Affair is her example of a crooked government.
3. Her boyfriend wants Nixon to remain in office.
4. He likes Archie Bunker.
5. A big fight resulted between Cecilia and her boyfriend.

Unit 10: The Subject

Test 2

Answer Sheet

I.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

II.

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

Unit 10: The Subject

Test 2

Answers

I.

1. people
2. affair
3. officer
4. Nixon
5. Someone

II.

1. Cecilia
2. The whole Watergate Affair
3. Her boyfriend
4. He
5. A big fight

GUIDED STUDIES

ENGLISH

UNIT 11

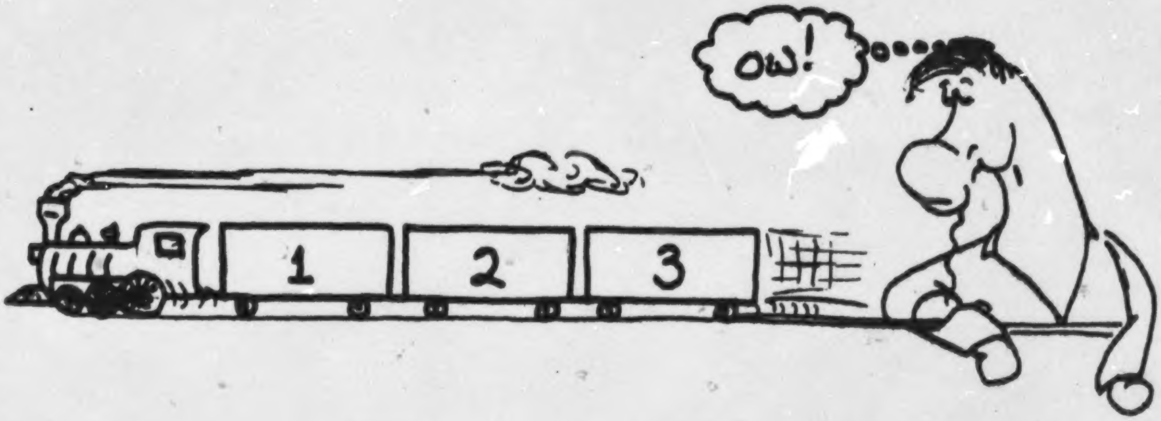
INTRODUCTION TO THE VERB CLUSTER

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 11: The Verb Cluster

Objective: When the student has completed this unit, he will identify the topics that will be covered in the next four units.

In Unit 10 you were shown the three basic boxes which form a sentence. This boxcar formation looked something like this.



If you do not recall this or if you were not required to do this unit, go back and look at the unit.

Can you tell what should go in box #1? What about box #2? It is very important that you know what goes into these first two boxes. For review, the subject goes into box #1, the verb in box #2.

Box #3 is one of the trickiest and stickiest problems of the English language. Box #3 is usually the bulk of the sentence--the catch-all for all the garbage of the language.

But what kind of things do we have in box #3?

A few have been discussed in previous units. Do you remember what these are?

Two of the basic parts of speech are often found in box #3. They are the prepositional phrase and the adverb. Of course, according to the Simplicity English Grammar Law ("don't make anything simple if you can possibly avoid it"), many of the other parts of speech can be used in box #3 also-- the prepositional phrase and the adverb are most often found there.

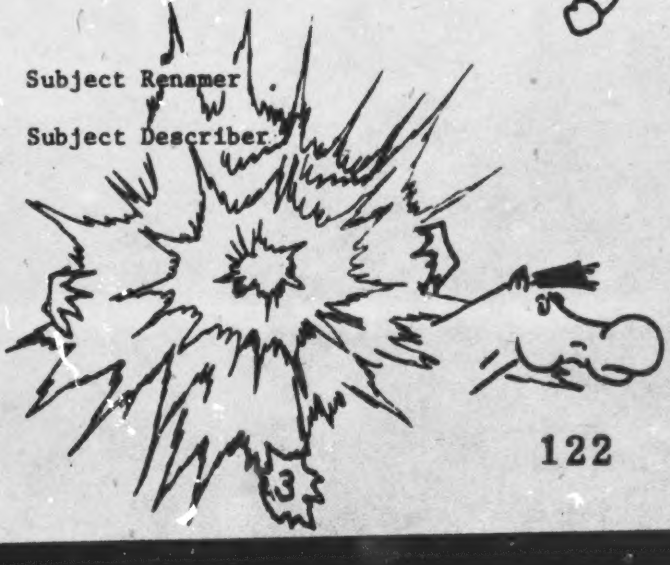
We mentioned that a lot of other things also belong in box #3.

1. Action Object (DO)

2. Target Object (IO)

3. Subject Renamer

4. Subject Describer

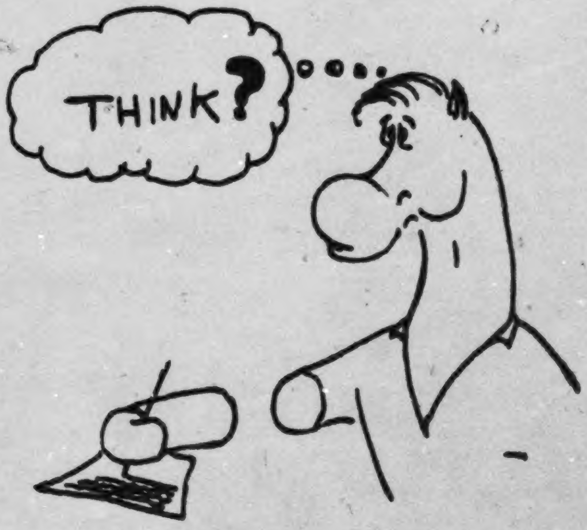


You ask "what good are these?"

They are very good. They must be; you use them everyday! You are probably shocked by that, but it is the truth. You use everything that has been mentioned in the last ten units everyday--plus a lot more. But why study it?

The English language, as has been mentioned in previous units, is your language. It is your language because you speak it. Think to yourself: can you use something EFFECTIVELY if you do not understand or study all of its complexities? Can you drive a car without knowing how to use the gas pedal, the brake pedal, or the steering wheel? Can you operate a backhoe digger without knowing how and when to use all the levers? Can you wire a house without knowing about electricity and circuits? You can not do any of these things without first studying them.

You may think that the examples above are different from English in that they involve the use of the hands. English also requires the use of your hands because you must be able to translate the language from your brain to a written page. In short, you must be able to write what you think CORRECTLY.



Sometimes you find that what you have written does not make any sense. It's as if your hand wrote one thing while your brain thought of another.

This is why we study English.

We must learn to coordinate our brains with our hands. It isn't easy--but then we had some hairy scares when we first got behind the wheel of a car.

English is the least interesting of the examples of learning and studying given above. But shouldn't we be in command of our own language? Shouldn't we be able to use that which is ours? Why not!

Do not attempt to memorize the units which follow on that little box #3. Just be able to explain how you use it and why. That sounds like an order to memorize, but it isn't. Memorizing does not teach you anything. Besides you already "know" how to use it--just be able to recognize it when you do use it.

That's all for this unit. No tests here.

GUIDED STUDIES

ENGLISH

UNIT 12

THE DIRECT OBJECT

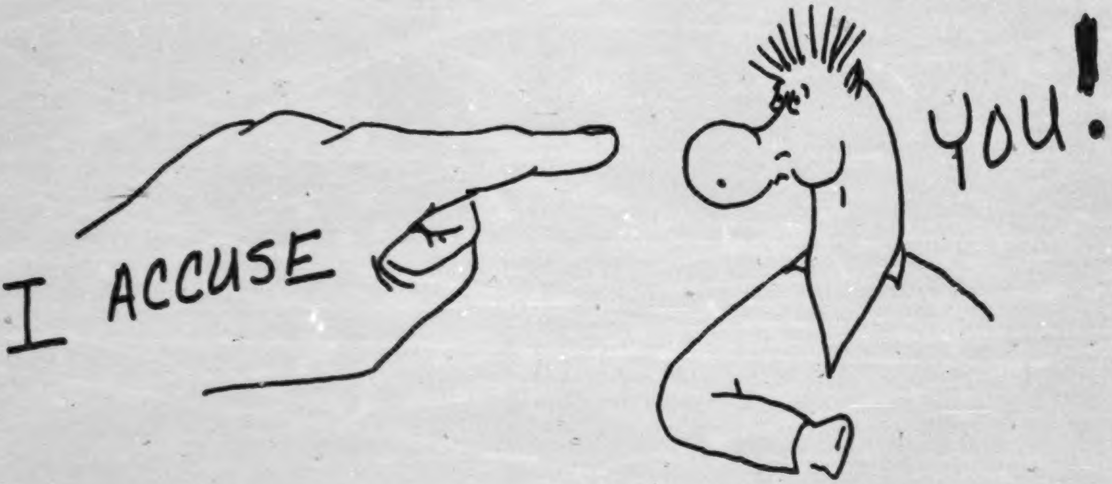
Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 12: The Direct Object

Objective: When the student has completed this unit, he will identify the direct objects that are used in a group of sentences.

Definition: The direct object is a noun or pronoun which receives the action of the verb.

If you had ever been exposed to a foreign language in high school such as Latin, French, Spanish, Russian, or Lituanian, you would recognize the direct object as being the ACCUSATIVE CASE. The accusative has its origins in an accusation--as if you or I were accused of some horrible deed.



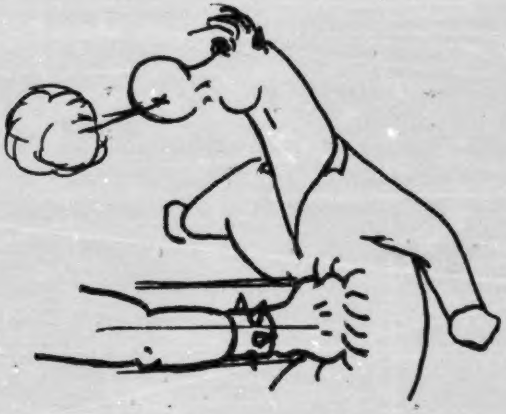
or if you prefer the French "Je t'accuse!"

In our example above "you" is being accused. Thus, it would be logical to assume that "you" is the ______________________.

Right! Since "you" is being accused, it is the accusative. Since it is the accusative, it is the DIRECT OBJECT.

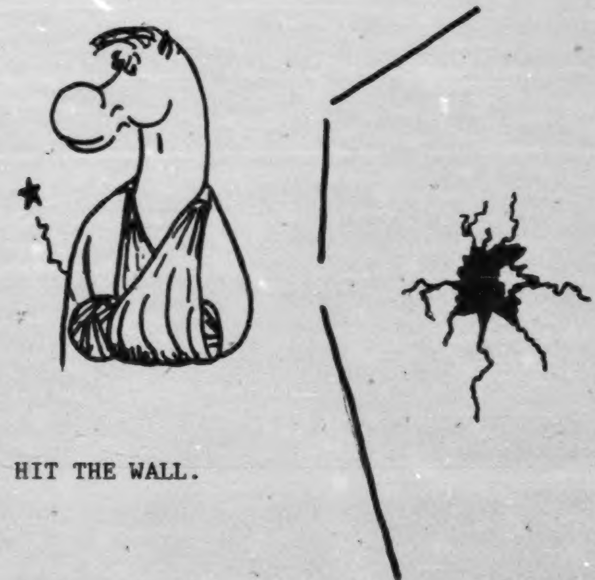
But why is it a direct object? Perhaps if we renamed the direct object, it will be clearer. What if we called it the ACTION RECEIVER?

Let's briefly examine the definition of the direct object to see if our new name would be clearer. According to the definition, the direct object receives the action of the verb. Thus it must be a word toward which the action is directed and received.



I HIT HIM.

In this case, "him" is receiving the full force of the action. The action, of course, is ________________________. Since "hit" or hitting, it must be directed toward someone. Or it could be directed toward something.



I HIT THE WALL.

In both cases, "him" and "wall" received the hitting force of the action. They, therefore, receive the action. Now, does the name "ACTION RECEIVER" seem better than direct object?

I hope so.

In the examples that we have seen thus far the action receivers have been nouns and pronouns.

I accuse you. "You" is a ________________.

I hit him. "Him" is a ___________________.

I hit the wall. "Wall" is a _____________.

"You" and "him" are pronouns. "Wall" is a noun.

Right?

Just looking at these examples you can arrive at the conclusion that all action receivers are either nouns or pronouns. For the most part they are, but keeping in mind The Simplicity English Grammar Law (don't make anything simple if you can possibly avoid it). Action Receivers are not always nouns or pronouns. But we won't worry about that for a while.

Speaking of The Simplicity English Grammar Law, you need to be aware of something which might confuse you later on. Look at the following example

I HIT AT HIM.

One word has been added. What is that word?

"At" is a preposition, right? That makes "at him" a prepositional
______________________?

Can a prepositional phrase be an action receiver? Check back to Unit 7 and see. Since we know that a noun or pronoun only (at least for now) can be an action receiver, we can ask if a prepositional phrase can be a noun or a pronoun.

The answer is a definite (almost) NO!

What is "at him" then?

What does "at him" tell or have to say about the action of the verb? It tells WHERE he hit. So units of speech which answer the question "where" are ______________________.

Adverbs answer the question "how," "when," "where," or "why."

Since we are asking questions can you think of any questions that can be asked that are not included in "how--when--where--why?" How about "WHO" or "WHAT?"

You can find the action receiver by asking the question "who" or "what." Better yet, you can use this frame.

SUBJECT + VERB + WHO or WHAT

I Hit + Who or What

Using this with our example, the answer can be nothing BUT "him."

Just remember--the action receiver receives the action of the verb.

Also remember that only an ACTION VERB can have an action receiver. A verb that shows no action CANNOT have an action receiver.

References:

The New Building Better English (9), pp. 294-96.

The New Building Better English (11), p. 324.

Instant English Handbook, pp. 85-87

Unit 12: Direct Object

Test 1

Answer all questions on the
appropriate answer sheet.

Identify the action receivers in each of the following sentences.

1. Harry took Cecilia to the Sweetheart Ball.
2. At the Ball Cecilia met an old friend.
3. She knew him when she was in school.
4. At one time she wore his class ring.
5. But she had lost it.
6. Her old friend had changed his name to Joe Namath.
7. Cecilia brought him all the punch and cookies he wanted.
8. She did not even give Harry a single dance.
9. She forgot him completely.
10. Joe Namath ignored Cecilia.
11. He liked Harriet better.
12. It was probably because she played football.
13. That night he took her home.
14. Cecilia did not even give Harry a goodnight kiss.
15. So Harry gave Cecilia a kick in the shins.

Unit 12: Direct Object

Test 1

Answer Sheet

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________

Unit 12: Direct Object

Test 1

Answers

1. Cecilia
2. friend
3. him
4. ring
5. it
6. name
7. punch and cookies
8. dance
9. him
10. Cecilia
11. Harriet
12. football
13. her
14. kiss
15. kick

Unit 12: Direct Object

Test 2

Answer the following questions on
the appropriate answer sheet.

I. In each of the following sentences, identify the action receiver with (AR). If a sentence does not have an action receiver write an (O).

1. Harriet and Cecilia play poker all the time.
2. Cecilia always plays for high stakes.
3. However, she always loses.
4. Harriet usually keeps two aces in her pocket.
5. Cecilia did not wise up.

II. Identify the action receiver in the following sentences.

1. Cecilia got five aces in one hand one night.
2. She gave Harriet a strange look.
3. Harriet won the hand with six aces.
4. Cecilia broke Harriet's legs.
5. She didn't even send Harriet any flowers in the hospital.

Unit 12: Direct Object

Test 2

Answer Sheet

I.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

II.

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________

Unit 12: Direct Object

Test 2

Answers

I.

1. AR
2. O
3. O
4. AR
5. O

II.

1. aces
2. look
3. hand
4. legs
5. flowers

GUIDED STUDIES

ENGLISH

UNIT 13

THE INDIRECT OBJECT

Developed by the
Department of Special Services
Beaufort County Technical Institute

Unit 13: The Indirect Object

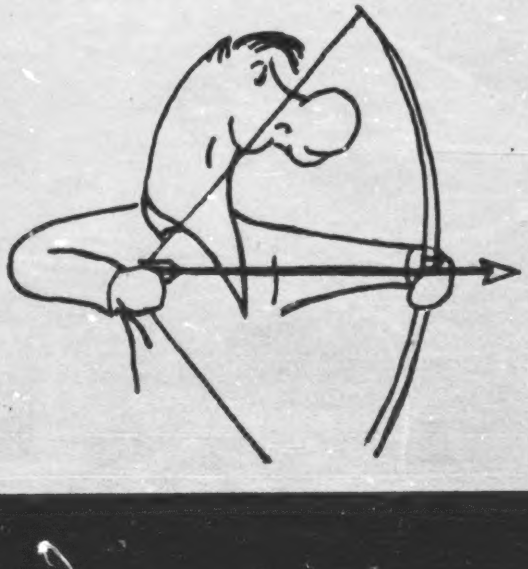
Objective: When the student has completed this unit, he will identify the indirect objects in a group of sentences.

Definition: An indirect object is a noun or pronoun that states TO WHOM or FOR WHOM (or TO WHAT or FOR WHAT) something is done.

This definition is a rarity. Most definitions in grammar lay down a set of rules which state how a part SHOULD be used. The definition states how it is used.

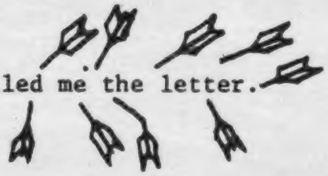
The strange part about the indirect object is that there is no reasonable explanation for its existence.

As we did with the direct object (action receiver) let's rename the indirect object so that we may understand it better. Since it indicates to whom or for what something is done, let's call it the target object.



The target is not necessarily a receiver of action but it is what we AIM the arrow or the gun at.

Look at a sentence.



He mailed me the letter.

What received the action?
For whom was the action done?
What IS the action?

The action is, of course, the mailing of the letter. Remember the action receiver? The action receiver is ______________________, the letter right?

He mailed the letter.

Just mailing the letter gives no clue as to WHERE it is going, does it--or better yet, TO WHOM the letter is being mailed.

But if we have

He mailed me the letter.

The addition of "me" provides a target for the action.

But how can you easily spot the target object from the action receiver? The easiest method is to understand the strange nature of the target object.

She gave him the bird.

Here, as in the previous example, "him" and "me" are UNDERSTOOD prepositional phrases.

Screwy, isn't it?

When you say

She gave him the bird.

You are actually saying in your brain

She gave to him the bird.

But since it does NOT come out of your mouth that way, the preposition "to" is said to be UNDERSTOOD. That is, it does not actually occur in the sentence.

You can use this fact to help yourself to identify the target object.

How?

If you have a sentence in which you suspect there is a target object as the example below.

	(1)	(2)	(3)
He sent	his girlfriend	a ring	on Thursday.

As you see, we have placed boxes around the 3 major segments which follow the verb. Let's start with #3.

Does #3 have an "understood" preposition? "On" is a ________________. Since it already has a preposition, there cannot be a preposition.

Next.

Does #2 have an "understood" preposition? Possibly. Does (to) "a ring" or (for) "a ring" make sense with the verb "sent"?

He sent his girlfriend to a ring . . .

He sent his girlfriend for a ring . . .

Not very good is it? It changes the meaning, doesn't it?

Next.

Does #1 have an "understood" preposition? How about

He sent (to) his girlfriend . . .

Makes sense, right? "To" is a ________________________________.
Since it does not ACTUALLY occur in the sentence, it is an
______________________preposition.

AND since "friend" requires an "understood" preposition, "friend" is a ______________________or indirect object.

He mailed me the letter.

She gave him the bird.

She sent his girlfriend a ring on Thursday.

Here's another easy method of finding target objects. Look at the 3 sentences. We have used these as examples in this unit. Notice that the target objects have been circled.

"Mailed," "gave," and "sent" are _________________________________.
In every case, the target object follows the verb in the sentence.

"Letter," "bird," and "ring" are _________________________________.
In every case, the target object precedes the action receiver of the sentence.

Nearly always the target object can be found in this position in the sentence.

Now let's look at something weird about target objects.

Suppose we had the sentence

I gave the horse a swift kick.

Is there a target object here? Yes, it is _______________________.
Now suppose we had the sentence

I gave a swift kick to the horse.

Is "horse" still a target object? The answer is NO! If "horse" has a preposition already present, it automatically becomes the object of the preposition. Since it is the object of the preposition, it becomes part of a prepositional phrase.
And a prepositional phrase CANNOT act as a noun or a pronoun. AND only a noun or pronoun can be a target object.

Clear, be careful not to get them confused.

OK. Check the references and take the test.

References:

The Instant English Handbook, p. 89.

The New Building Better English (9), pp. 306-307.

Unit 13: Indirect Object

Test 1

Write the answers on the
appropriate answer sheet.

Identify the target objects in the following sentences. If a sentence does not have a target object, put an "O."

1. Harry bought Cecilia some flowers.
2. He gave them to her on her birthday.
3. The salesman sold him red roses.
4. The thorns gave Cecilia a pain.
5. Harry had placed a drug on the thorns.
6. Cecilia had received them in the mail.
7. Her mother sent her an ambulance.
8. The ambulance took her to the hospital.
9. The doctors gave her several drugs.
10. Cecilia later sent Harry a box of poison ivy.
11. He thought that it was funny.
12. He knew that poison ivy did not have thorns.

Unit 13: Indirect Object

Test 1

Answer Sheet

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________
9. ______________________________
10. ______________________________
11. ______________________________
12. ______________________________

Unit 13: Indirect Object

Test 1

Answers

1. Cecilia
2. 0
3. him
4. Cecilia
5. 0
6. 0
7. her
8. 0
9. her
10. Harry
11. 0
12. 0

Unit 13: Indirect Object

Test 2

Write answers on the
appropriate answer sheet.

Identify the target objects in the following sentences. If a sentence does not have a target object, write an "O."

1. Harriet visited Cecilia in the hospital.
2. Cecilia showed her all the needlemarks in her arm.
3. The doctors had given her 80 shots.
4. She wished that she could give the doctors a shot.
5. She was not paying the doctors any attention.
6. Harriet read her a story.
7. Cecilia gave Harriet her disease.
8. The doctors offered her the medicine.
9. She told them to go jump.
10. Harriet bought Cecilia some more poisoned roses.

Unit 13: Indirect Object

Test 2

Answer Sheet

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________

Unit 13: Indirect Object

Test 2

Answers

1. 0
2. her
3. her
4. the doctors
5. the doctors
6. her
7. Harriet
8. her
9. 0
10. Cecilia

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